

# Pupil premium strategy statement – Ashleigh Primary School & Nursery

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	480
Proportion (%) of pupil premium eligible pupils	17.7%
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> )	2023-2026
Date this statement was published	November 25
Date on which it will be reviewed	October 26
Statement authorised by	John McConnell
Pupil premium lead	Hannah Meek
Governor / Trustee lead	Carolyn Ellis-Gage

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,870
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>	£87,870

## Part A: Pupil premium strategy plan

### Statement of intent

*Our whole strategy as a school is to live up to our ethos of 'All Different, All Equal, All Learning'.*

*Our vision develops this theme:*

*Ashleigh stars are all different - we believe in the power of difference. Here, every voice is valued, every story is celebrated and every child knows they belong.*

*Ashleigh stars are all equal - through challenge and support, we make sure the future is wide open with possibility for every child.*

*Ashleigh stars are all learning - with curiosity and joy, Ashleigh stars think hard, knowing their voice matters and always learning how to use it as a force for good.*

*We place achievement in the core skills of reading, writing and mathematics at the heart of this strategy, alongside the core social and emotional skills which we believe are equally important for children's life chances. Our aim is for every child to make the best progress they can make and for our provision to be agile to their needs.*

*We can never put a number on what success looks like for this strategy because every child is an individual, every cohort is unique and every vulnerable group is made up of children with multiple social factors which make them vulnerable to making less progress than other pupils.*

*For us, success looks like a never-ending mission to ensure that no Ashleigh child would be better served in any other school.*

*The money the school receives through the pupil premium allocation enhances our capacity to fund some of the strategies and systems which remove barriers for our disadvantaged pupils but it is important to state that our whole budget is dedicated to funding a school whose core mission is be an exemplary school for children who need an exemplary school the most.*

*This means that beyond the £87,870 of pupil premium funding we receive and the provision that it pays for, every penny that we get and every decision that we make is about enabling our disadvantaged children to be advantaged by going to school at Ashleigh.*

## Challenges

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

Challenge number	Detail of challenge
1	<p><u>Speech and Language/ Vocabulary acquisition</u></p> <p>Wellcomm assessments, observations and conversations with children indicate gaps in oral language skills and vocabulary for many disadvantaged pupils. These are evident from Reception to Year 6 and impact upon the child's ability to access the curriculum. Whilst we have seen the positive impact of approaches such as Wellcomm, Makaton and the focus on vocabulary in our curriculum planning, our IPSEF previously showed that we still required consistency of intervention for children with Speech and Language needs and we will need to measure this impact over time.</p>
2	<p><u>Classroom Talk</u></p> <p>Senior leadership conducted research which monitored the lived experience of disadvantaged children across the school. Observations over time helped to build a picture of what is going well for these pupils and what could help to improve outcomes. The evidence showed that in classrooms where there was a culture of talk for learning, children with pupil premium funding tended to make more progress than their peers in less 'talk-rich' classrooms.</p> <p>Senior leadership team have used this research to inform the planning of the SDIP and staff training calendar for the year so that 'Learning to talk' and 'Learning through talk' is a focus for development.</p> <p>We know through external research such as Amy Gaunt and Alice Scott in "Transform Teaching through Talk: the Oracy Imperative" that high-quality talk can make a huge difference for children from disadvantaged backgrounds.</p>
3	<p><u>Phonics and Reading</u></p> <p>Read, Write, Inc tracking from the last academic year, observations, intervention impact grids and pupil progress meetings from the last three years show us that disadvantaged pupils generally have more difficulty with phonics than their peers. Phonics screening results for PP have increased year on year following the introduction of RWI, but remained at 60% for the PP cohort in 2025. In the last academic year, the average score for children with PP funding was 31.8. This score has remained above 30 in the last three years and shows us that Read, Write, Inc is working for our disadvantaged pupil but that there is still room for progress, particularly with the children in the SEN and PP group.</p> <p>In 2021 we implemented the Read, Write, Inc scheme and have seen the positive impact of this consistent approach to teaching reading through lesson observations, intervention grid monitoring and reading groups. KS1 Reading results have fluctuated depending on cohort over the last 3 years. Children make excellent progress in reading as they go through the school, however we can see from the KS1 results that the impact of phonics on reading skills for PP children is not yet impacting on their outcomes for KS1 Reading and so this will continue to be a focus in this new strategy.</p>

	<p>In 2025 KS2 SATS Reading results showed that disadvantaged pupils at Ashleigh outperformed the National Average for 'PP pupils' by 4%, however reading results for the PP cohort were lower than the Ashleigh PP cohort results for writing and Maths, which were in line with the average for 'All Pupils' nationally, and so Reading will remain a key priority for this strategy.</p>
4	<p><u>Writing</u></p> <p>Attainment in Writing across the school tends to be lower than Maths. Lesson observations, book scrutiny and conversations with staff and pupils has also shown us that there is need for a greater consistency in the teaching and assessment of writing.</p> <p>In 2025, KS2 Writing results for disadvantaged children were 78% expected and above, which was above the National average for 'All pupils' outcomes and was in line with the PP Maths outcomes at Ashleigh. Whilst this is evidence that children make excellent progress as they go through the school and achieve high standards at the end of KS2, we can see from results at KS1 that writing for children with PP funding in KS1 needs further focus to close the gap between PP children and their peers sooner.</p> <p>In the year 24-25 significant changes were made to the Writing curriculum to move away from the use of 'Get Writing' to ensure that class teachers are able to focus more of transcription in KS1. This needs to be a continued priority as there has not yet been enough time for it to embed and impact on outcomes over time.</p>
5	<p><u>Training and development of Staff</u></p> <p>EEF research tiered approach and our own observations show that the most important lever for academic outcomes for disadvantaged children is excellent teaching.</p> <p>At Ashleigh there were a number of staff changes at the beginning of 2022-23. Some of our experienced teachers moved on to other roles. This academic year we have one Early Career Teachers (ECTs) within our setting. We also have three other teachers who completed their ECT programme during the last strategy period and so are having their first experiences of subject leadership.</p> <p>At Ashleigh, we are committed to the long-term training and development of high- quality teaching and learning. For this reason, the school invested for the last two academic years in a comprehensive training and action planning programme using the 'plus one' approach led by Mark Burns. Each teacher presented the impact of their individual project to staff and governors using evidence from their classes, including: examples of pupil work, pupil surveys, data analysis and lesson observations. This programme was hugely successful and we hope to continue the 'plus one' culture within the next strategy.</p> <p>We have a number of experienced teachers looking for further opportunities to extend their leadership skills. To ensure staff retention and succession planning, we will continue to invest in CPD for leadership. Collaborating with other schools, will provide further opportunities for mentoring, coaching and sharing best practice for disadvantaged pupils.</p>

6	<p><u>Social, Emotional and Mental Health</u></p> <p>Strengths and Difficulties Questionnaires, ELSA (Emotional Literacy Support Assistant) and Boxall assessments as well as our evidence base on CPOMS show us that a higher proportion of disadvantaged children have social, emotional and mental health needs, than their peers, including those children who have had Adverse Childhood Experiences. This ties in with external studies that the wellbeing of the groups most affected by covid school closure were the disadvantaged children and their families.</p> <p>The school offers Benjamin Foundation support, ELSA, Trauma Informed intervention and DESTY to individuals in need of targeted intervention, however reflection through our IPSEF on the high numbers of pupils with SEN with Communication and Interaction as a primary need has led us to focus on whole school implementation of a bespoke Zones of Regulation and PSHE curriculum.</p> <p>We have a growing number of Young Carers who regularly use the Young Carer lunch time club run by the Benjamin Foundation in school.</p>
7	<p><u>Attendance</u></p> <p>In 24-25 there was a 3% gap between the attendance of 'All Pupils' and the PP group whilst this is an improvement on the previous 5% gap.</p> <p>Last academic year 8 pupils were persistently absent (less than 85% attendance) 4 of these pupils were children with PP funding. This impacts upon their access to the curriculum and necessary interventions and therefore needs to continue to be a focus for the strategy.</p>
8	<p><u>Funding for Visits and Extra-Curricular Activities</u></p> <p>Some children have had limited cultural or extra-curricular experiences. This can impact on their vocabulary acquisition and ability to access a knowledge-based curriculum. Our analysis of club attendance has shown that without funding support, some disadvantaged children do not get the opportunity to partake in extra-curricular activities.</p>
9	<p><u>Cost of Living Crisis</u></p> <p>In the current national cost of living crisis, we believe that there will be a need to have a contingency fund to allow disadvantaged families the access to funding to cover things such as uniform and resources to ensure that children are ready for learning.</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
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<p>1. Improved oral language skills and vocabulary among Pupil Premium pupils.</p>	<p>Attainment gaps in reading and writing are closing across the school.</p>
<p>2. Our curriculum is 'soaked in talk'. Children think hard and are confident, fluent and articulate.</p>	<p>Lesson plans show that teachers plan for talk which encourages deep thinking. Talk expectations are visible in classrooms and observations show children are 'learning to talk' and 'learning through talk'</p> <p>Assessments, observations and Pupil Book Study across the curriculum shows the impact of our vocabulary teaching and talk for learning as children become able to talk fluently about their subjects, articulating the key concepts on the knowledge organisers using the vocabulary taught.</p> <p>Ashleigh Oracy progression tool is used consistently across the school.</p> <p>Cold and hot tasks in foundation subjects will show the impact of high quality talk opportunities and evidence of hard thinking. SLT book scrutiny and work with SIP will look closely at these outcomes.</p> <p>Ashleigh listening ladder is used effectively to teach listening skills. Lesson blinks and observations show that children actively listen and value talk as a tool for learning.</p> <p>Oracy events are planned in each year group to give children authentic opportunities to talk for different purposes and audiences (See oracy events calendar)</p>
<p>3. Improved reading attainment for disadvantaged pupils.</p>	<p><u>Targets for Year 1 and 2 phonics</u></p> <p>In Year 1 phonics screening results for disadvantaged children are in line with the National Average for 'all pupils'</p> <p>100% of disadvantaged children in Year 2 pass the phonics screening</p> <p>Internal data analysis shows a closing of the gap between Ashleigh disadvantaged and not- disadvantaged phonics results.</p> <p>Reading Results are as good as Maths and Writing results at the end of KS2.</p>
<p>4. Improved progress in writing for PP children.</p>	<p>The writing books for every Pupil Premium child show that children make rapid progress and the impact of high quality teaching.</p>

	Internal data analysis shows a narrowing of the gap between Ashleigh disadvantaged children and their peers nationally, particularly in Years 2,4 and 6 (2025-2026 cohorts)
5. All children received consistent high-quality teaching and intervention across the curriculum.	<p>Monitoring of assessment data and pupil progress meetings show that more disadvantaged children are at the expected standard or higher in all three subjects at the end of the year compared with the beginning of the year.</p> <p>Pupil progress meeting notes, subject leader reports and SLT minutes, show that all leaders and staff “rigorously monitor the progress of disadvantaged pupils and consistently ensure that any barriers to success are swiftly and effectively addressed.” (Ofsted Inspection Toolkit)</p> <p>Intervention Impact Grids show that disadvantaged children make good progress in interventions.</p>
6. Staff CPD has a direct impact on the engagement of disadvantaged pupils and the learning outcomes for these children.	<p>Teachers have opportunities to see models of highly effective provision for disadvantaged pupils and show the impact of this CPD through conversations within phases, pupil progress reflections, observations and pupil outcomes.</p> <p>Lesson observations, pupil book study and book scrutiny show that children are engaged in their learning and that they are thinking hard in lessons.</p> <p>Phase leaders and subject leaders put disadvantaged pupil progress at the heart of their discussions about teaching and learning within their phases/subjects. This is evident through pupil progress notes, lesson blinks, SLT meeting feedback and subject leader reports.</p>
7. Children in need of SEMH support are identified early and given appropriate targeted intervention so that they can achieve their academic potential.	<p>Individual SDQ/ELSA assessments show the positive impact of SEMH interventions over time.</p> <p>Termly pupil survey/ CPOMS records and regular Feelings and Wishes show a change in pupil wellbeing following SEMH support.</p>

	<p>SEN and Inclusion meeting minutes track the impact of support and review whole school needs for SEMH support.</p> <p>Pupil progress meeting notes, spotlight minutes and SLT meeting minutes show that children who are known to (or previously known) to social care have their outcomes closely monitored throughout their entire time at Ashleigh and any barriers to progress are swiftly and effectively addressed.</p> <p>Case studies will be used to show the global impact on children's academic engagement and progress.</p>
8. Pupil Premium attendance is in line with the whole school target of 97.7%	<p>Attendance data for disadvantaged children will be in line with non- disadvantaged and meet the whole-school target.</p> <p>Demonstrable impact of intervention on attendance of persistent absentees.</p>
9. Children receiving Pupil Premium Funding will have access to a range of cultural experiences through a carefully mapped broad and balanced curriculum.	<p>Pupil Book Study and Subject Leader portfolios will evidence the impact of trips and experiences on outcomes for pupils.</p> <p>Clubs analysis will show that disadvantaged children who would like to attend an after school club have access to this.</p>
10. All children will have the resources they need to be 'ready for learning.'	<p>CPOMS and PSA log evidences additional support for families including (Early Help, PSA support, uniform funding etc.)</p>

## 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: £13,908

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Staff visits to other schools where provision for disadvantaged children is highly effective.	See Briar Hill OFSTED report Nov 2022 Outstanding rating- 90% combined KS2 outcomes with 40% disadvantaged.	2,3,4,5
Staff visits to other schools where oracy practice is embedded and to Oracy training events.	EEF Toolkit- Oral Language interventions +6 months	1,2
Continuation of 'Maths No Problem' scheme.	EEF Toolkit- Mastery Learning +5 months	5

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

Budgeted cost: £ 32,283

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further embed the Read, Write Inc. programme as our systematic approach to synthetic phonics through a rigorous approach to training and development of staff and a forensic approach to assessment and intervention.	<p>EEF Toolkit</p> <ol style="list-style-type: none"> <li>1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</li> <li>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</li> <li>3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</li> </ol> <p>We are implementing the use of the Read, Write, Inc reading books recommended by the DfE and meeting the Ofsted Framework: "At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge" (Ofsted Framework, updated July 2021)</p>	3

<p>High quality evidence based intervention delivered by class teachers and TAs (PIXL, Wellcomm, Precision Teaching, RWI tutoring)</p>	<p>The Education Endowment Fund (EEF) rates high quality feedback as one of the most effective interventions: “Feedback studies tend to show very high effects on learning. +6 months” PIXL provides a forensic approach to formative and summative assessment to ensure that support is targeted specifically. Enabling small group PIXL interventions led by the class teacher or TA provides frequent opportunities for high quality feedback.</p> <p>In School evidence (2021 outcomes) show that the use of PIXL assessment and therapies in Year 6 was successful in narrowing the gap for disadvantaged children.</p> <p>EEF Small group tuition = + 4 months. EEF toolkit states: “Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs.” The PIXL approach enables teachers to be forensic in their small group tuition.</p> <p>The WellComm toolkits were developed by Speech and Language Therapists at Sandwell and West Birmingham Hospitals NHS Trust. It was recommended during our core consultation meeting and Early Years grants are available for this programme.</p>	<p>1,2,3,4</p>
<p>Ensure there are enough Teaching Assistants to carry out the necessary interventions</p>	<p>EEF Toolkit- Teaching Assistant Interventions +4 months</p>	<p>1,3,4,6</p>

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

Budgeted cost: £ £41,679

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maintain provision of ELSA, DESTY, Trauma informed practice and Benjamin Foundation</p>	<p>Metacognition and self-regulation EEF toolkit = +7 months</p>	<p>5,6,</p>

<p>into our SEMH provision for disadvantaged children.</p> <p>Embed Zones of Regulation and bespoke PSHE curriculum</p> <p>Ensure all staff have appropriate training in ZOR teaching and intervention</p>	<p>SEL interventions EEF Toolkit + 4 months.</p> <p>SIDP Pillar 6</p>	
<p>PSA will work closely with attendance lead (Deputy Headteacher) and safeguarding team to ensure the highest quality family support is in place.</p>	<p>EEF Toolkit- Parental engagement +4 months.</p>	7,8,9
<p>Develop a structured framework to validate, benchmark and continuously improve our attendance provision.</p>	<p>There is a strong positive link between attendance and attainment at Key Stage 2 (KS2), where pupils with higher attendance rates are significantly more likely to achieve higher academic standards. For example, in 2022/23, pupils with 95-100% attendance were 1.3 times more likely to meet the expected standard in reading, writing, and maths compared to those with 90-95% attendance, while persistently absent students (missing 10% or more of classes) had a much lower rate of meeting expected standards.</p>	8
<p>Funding to be used to ensure equal opportunities for children, helping them to access to the broad and balanced curriculum (Trips and Clubs, instrumental lessons, Art projects and experiences, uniform).</p>	<p>EEF toolkit- Arts Participation +3 months on academic outcomes.</p> <p>See SIDP Pillar 7. "A rich and creative curriculum, within <u>and beyond the classroom</u>, fully meeting the needs of individuals and groups of students."</p>	6, 7

**Total budgeted cost: £ 87,870**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

PP Strategy objective	What's working well?	How do you know?	What needs to be looked at?	Action	Outcome (RAG and commentary)	Next steps for 25-26
<p>1.Improved oral language skills and vocabulary among Pupil Premium pupils.</p> <p>(Success Criteria: attainment gaps in reading and writing are closing)</p>	<p>Wellcomm assessments and intervention</p>	<p>67/69 pupils made exp+ progress in reading and writing this term.</p> <p>15 pupils moved up an attainment band in reading.</p> <p>5 pupils moved up</p>	<p>Attainment gaps between All Pupils and PP in reading and writing in Year 5 and writing in Year 3.</p>	<p>Lived Experience PP learning walks to focus on Year 3 and Year 5 and analyse the SEN profile of these year groups.</p>	<p>EYFS progress in language (all PP children made expected progress)</p> <p>Evidence of closing the attainment gap significantly in Year 5 data.</p>	<p>SHREC training for TAs to improve quality interactions across the school</p> <p>Year 3 (current Year 4) Pupil Progress monitoring</p>

	Support for EAL pupils	an attainment band in writing.	Reading Lead review of AR to include analysis of trends in PP reading engagement.	Year 5 Spring Term Attainment			Year 5 Summer Term Attainment			and intervention		
	CPD for all staff in using Widgit to support Communication and Interaction	Reading Leader report – Progress of Year 6 reading which has risen from 70% EXS+ to 90% with 40%GD		HM to look at the intervention in place for 5 pupils who are vulnerable in writing only and 4 pupils who are vulnerable in Reading only.	R	W	M	R	W		M	
	Speech and language link meetings	Evidence from data analysis of closing the attainment gap between PP and All pupils between Spring and Summer	Summer Term intervention from	All Pupils EXS+	79.7	73.4	85.9	All Pupils EXS+	79.7%	79.7%	82.8%	Autumn Term – lived experience to focus on Year 4  Disadvantaged reading action plan needed.
				PP Pupils EXS+	50	35.7	64.3	PP Pupils EXS+	62.5%	56.3%	62.5%	
				Diff	29.7	37.7	21.6	Diff	17.2%	23.4%	20.3%	
Core subject leader reports are analysing trends within groups and creating lines of enquiry												

	Oracy training for Teachers	Feedback from EAL team on high-quality provision  Visuals in classrooms - tier 1, 2,3 differentiated by colour		Year 6 teachers for Year 5 before transition.		
Talk is at the heart of lesson planning and children think hard and are confident, fluent and articulate.	<ul style="list-style-type: none"> <li>• Cooperative learning</li> <li>• Mark Burns training – focus on task design to develop talk opportunities.</li> <li>• TA training on EEF 'least help first' and questioning</li> <li>• Training for subject leaders on Tiered vocabulary</li> </ul>	Lesson blinks show that cooperative learning strategies are being used across year groups and in a range of subject areas	How much is talk used to explore ideas and debate?	Subject vocabulary spines to be completed by the end of the summer term.  Sharing best practice- Mark Burns presentation	<p>Tiered vocabulary evident in classroom environment</p> <p>Oracy action plan written</p> <p>Lesson blinks and full hour observations showed many examples of effective use of cooperative learning and quality interactions.</p> <p>Mark Burns presentations showed significant changes in task design</p>	<p>Oracy INSET</p> <p>Oracy TA training</p> <p>Oracy progression tool implementation</p>

		<p>Tiered vocabulary displays in classrooms</p> <p>LG's pupil voice conversations with pupils about oracy</p>		<p>ns Summer term</p> <p>Oracy Staff meeting to present policy and assessment framework to support teachers in planning for breadth and depth in oracy.</p>	<p>Emma Adcock SIP visit showed progress in KS2 task design allowing opportunities for talk- next step books to always show deep thinking.</p>	<p>Stand-alone oracy lessons</p> <p>Oracy SIDP</p> <p>Foundation subject book review.</p>
<p>Improved phonics attainment for disadvantaged pupils.</p>	<p>Regular communication in phonics meetings</p> <p>Half-termly letters sent home with sound cards to accelerate</p>	<p>See phonics progress tracking throughout the year</p> <p>Lesson blinks show high quality teaching of phonics</p>	<p>How do we ensure the 1:1 interventions are used consistently?</p>	<p>Carly to provide additional tutoring for Year 1 pupils in Summer Term</p>	<p><b>Phonics Results:</b></p> <p><b>Year 1:</b> 85% (national = 80% in 2024)</p> <p><b>End of KS1:</b> 94% (national – 89% in 2024)</p> <p>Phonics progress for Year 1 throughout the year.</p> <p>PP phonics – 60% (This is the same result as last year)</p> <p>Of the 4 children who did not achieve the pass mark</p>	<p>Early intervention plan for Autumn Term</p> <p>SEN executive functioning group to ensure opportunities for 1:1 and</p>

	<p>reading progress.</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>3 parent workshops were delivered for phonics (Reception – Year 2)</p> <p>Change of provision for children who complete phonics in Year 1 – move to comprehension group and focus on writing elements.</p>	for all groups			<p>1 child joined in summer term</p> <p>2 x SEN need – now in executive functioning group</p> <p>Positive impact of additional phonics tutoring in Summer Term can be seen in the table below:</p> <table border="1" data-bbox="936 516 1453 695"> <thead> <tr> <th></th> <th>No Assessment</th> <th>Below</th> <th>WTS</th> <th>EXS</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>Autumn 1</td> <td>100.0% (10)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Autumn 2</td> <td>10.0% (1)</td> <td>22.2% (2)</td> <td>11.1% (1)</td> <td>66.7% (6)</td> <td></td> </tr> <tr> <td>Spring 1</td> <td>10.0% (1)</td> <td>22.2% (2)</td> <td>11.1% (1)</td> <td>66.7% (6)</td> <td></td> </tr> <tr> <td>Spring 2</td> <td>10.0% (1)</td> <td>22.2% (2)</td> <td>11.1% (1)</td> <td>66.7% (6)</td> <td></td> </tr> <tr> <td>Summer 1</td> <td>10.0% (1)</td> <td>22.2% (2)</td> <td>11.1% (1)</td> <td>66.7% (6)</td> <td></td> </tr> <tr> <td>Summer 2</td> <td></td> <td>20.0% (2)</td> <td>20.0% (2)</td> <td>50.0% (5)</td> <td>10.0% (1)</td> </tr> </tbody> </table>		No Assessment	Below	WTS	EXS	GDS	Autumn 1	100.0% (10)					Autumn 2	10.0% (1)	22.2% (2)	11.1% (1)	66.7% (6)		Spring 1	10.0% (1)	22.2% (2)	11.1% (1)	66.7% (6)		Spring 2	10.0% (1)	22.2% (2)	11.1% (1)	66.7% (6)		Summer 1	10.0% (1)	22.2% (2)	11.1% (1)	66.7% (6)		Summer 2		20.0% (2)	20.0% (2)	50.0% (5)	10.0% (1)	<p>small group support</p> <p>Phonics parent workshops earlier in the year</p> <p>Updated Phonics letters to focus on fluency strategies from yellow group</p>
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Summer 2		20.0% (2)	20.0% (2)	50.0% (5)	10.0% (1)																																											
Improved progress in writing for PP children.	Well-established, sequenced and organised curriculum	Spring: 67/69 PP pupils have made expected	See V1 pupils – data tracking	Writing book scrutiny for PP children including the V1/V2	Writing moderation between year groups resulted in some changes in levels with clear justification for this and professional development opportunity	Share best practise of use of draft books in																																										

	<p>working well across all year groups.</p> <p>Writing showcase is providing opportunities to supplement the Get Writing programme.</p> <p>Get Spelling programme embedded in KS2 has provided a more systematic approach to the teaching of spelling.</p>	<p>+ progress since the last data set. 5 pupils have moved up to the next band.</p> <p>How to teach writing document introduced</p> <p>New toolkit formats introduced and model texts rewritten</p> <p>Spelling taught consistently in KS2</p>	<p>See 2 pupils who have made less than expected progress.</p> <p>Year 3 and Year 5 PP writing attainment (significant difference in attainment of PP and All pupils)</p>	<p>pupils and those who did not make expected progress.</p> <p>Writing moderation in phases during summer term. Year 2 teacher to attend the YR1 moderation. HM to attend Year 4 moderation.</p> <p>Year 2 Summer 2 reading fluency group with Carly for those who need to develop</p>	<p>See Year 5 closing the gap in writing (above)</p> <table border="1" data-bbox="934 402 1562 704"> <thead> <tr> <th>KS2 2024 Outcomes for PP students</th> <th>Reading</th> <th>Maths</th> <th>Writing</th> <th>Combined</th> </tr> </thead> <tbody> <tr> <td>EXS +</td> <td>89%</td> <td>78%</td> <td>78%</td> <td>67%</td> </tr> <tr> <td>GDS</td> <td>22%</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table> <p><b>Ashleigh PP cohort outperformed the National Average for 'All Pupils' again this year. There was a slight increase in children getting Greater Depth in writing.</b></p> <table border="1" data-bbox="934 899 1629 1312"> <thead> <tr> <th>KS2 2025</th> <th>Reading</th> <th>Maths</th> <th>Writing</th> <th>Combined</th> </tr> </thead> <tbody> <tr> <td><b>All Pupils(National)</b></td> <td>75%</td> <td>74%</td> <td>72%</td> <td>62%</td> </tr> <tr> <td><b>PP (National)</b></td> <td>63%</td> <td>59%</td> <td>61%</td> <td>47%</td> </tr> <tr> <td>Ashleigh EXS +</td> <td>67%</td> <td>78%</td> <td>78%</td> <td>67%</td> </tr> <tr> <td>Ashleigh GDS</td> <td>22%</td> <td>11%</td> <td>11%</td> <td>0%</td> </tr> </tbody> </table>	KS2 2024 Outcomes for PP students	Reading	Maths	Writing	Combined	EXS +	89%	78%	78%	67%	GDS	22%	0%	0%	0%	KS2 2025	Reading	Maths	Writing	Combined	<b>All Pupils(National)</b>	75%	74%	72%	62%	<b>PP (National)</b>	63%	59%	61%	47%	Ashleigh EXS +	67%	78%	78%	67%	Ashleigh GDS	22%	11%	11%	0%	<p>UKS2 with LKS2</p> <p>Transcription skills to be taught by class teacher before phonics each day</p> <p>Writing review of WTS portfolios for children who are expected in reading but not in writing</p>
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				reading fluency before KS2 – this should mean that less intervention is needed in Autumn.		
All children received consistent high quality teaching and intervention across the curriculum.	Teaching is consistently good across the school. Teachers have been highly engaged in Mark Burns CPD and this is evident in the planning and outcomes for pupils.  Staff CPD on widget has had an impact on	Lesson blinks Lesson observations Pupil Progress meeting notes	Further lesson blinks needed in foundation subjects.	Teaching and learning rubrics to be implemented so there is clarity around what excellent teaching and learning looks like.  SLT to complete lesson blinks in	Intervention grids and in year data shows the impact of intervention (e.g phonics progress in Year 1 summer term/ Year closing of the gap)  Lesson blinks and 1-hour observations show that there is consistently high quality teaching across the school.  Mark Burns presentations showed the impact of CPD on teaching. There is also some evidence of this in the foundation subject task design in books.  Widget is used consistently across the school to support children with SEN and EAL and is evident in the learning environments.	Action plan needed for the teaching of reading to ensure it is meeting the needs of our disadvantaged pupils

	the learning environment, SEN and EAL support.			foundation subjects.		
Staff CPD has a direct impact on the engagement of disadvantaged pupils and the learning outcomes for these children.		Lesson blinks Lesson observations Lived experience for pupils with EAL completed Learning environments	CPD focus on oracy (see above)	HM to measure the impact of TA CPD programme this year through a questionnaire  Mark Burns presentations to share best practice and show impact of CPD.		Further CPD needed on hard thinking being evident in books and the purpose of cold and hot tasks.  Extension of TA CPD programme to align with SIDP goals  Oracy training and action plan  SIDP visits- see plan

						Sonia Gill to support SLT in vision
Children in need of SEMH support are identified early and given appropriate targeted intervention so that they can achieve their academic potential.	<p>Referrals to MHST</p> <p>Work with School and Community team</p> <p>Ensuring that the most vulnerable pupils continue to have Benjamin Foundation support</p> <p>Spotlight and SEN meetings used to identify</p>	<p>Spotlight/ Inclusion minutes</p> <p>IPSEF/ Graduate provision map</p> <p>Core consultation meeting minutes review progress of pupils previously at risk of suspension s.</p>	<p>Covering Hannah DESTY sessions and reduction in Benjamin Foundation Support.</p> <p>TA training from MHST</p>	<p>Pupil voice survey to be completed in Summer term.</p> <p>TA training from MHST to take place in summer term</p> <p>Lynne Laws to have Friday afternoons out of class to meet the need of some SEMH pupils</p>	<p>We have continued to make regular referrals to MHST and Schools and Community Team and have run a number of in-school projects (lego therapy, parent led anxiety intervention)</p> <p>See impact of Parent Support Advisor (CPOMS and Spotlight minutes)</p> <p>Spotlight and Inclusion minutes show sustained focus on the monitoring and implementation of SEMH and the link to academic outcomes.</p> <p>Benjamin Foundation Support has continued and is overseen by deputy headteacher</p> <p>DESTY and ELSA support has also been used to support the most vulnerable learners.</p> <p>Non-teaching SENCO as member of the SLT has further expanded the capacity for timely interventions with families where a child may be at risk of suspensions.</p>	<p>ZOR implementation and RSHE curriculum update</p> <p>MHST MSA training</p> <p>Explore 'brain buddies' intervention from MHST</p> <p>Behaviour and ZOR training for MSAs</p>

	support needed and review progress.			Hannah was supporting.	Behaviour Policy update and INSET training for all staff included training on how every interaction can be a relational intervention.  Positive feedback in evaluation from TAs of MHST training.																																																								
Pupil Premium attendance is in line with the whole school target of 96.5%	Attendance has continued to improve for PP children this term. It is now 94.81%  All pupil is 97.21%  Attendance is part of the EHAP process for two pupils.  SLT regularly review	Attendance termly review  CPOMS records  Spotlight minutes	See CPOMS for next steps identified for children who were persistently absent in Spring Term.	Letters and requests for joint medical protocol sent for persistently absent pupils.	PP attendance for the last academic year was 93.7% which was slightly below the whole school target of 96.5%  CPOMS records show the ongoing vigilance that staff have around attendance and the individual letters and support meetings which have taken place.	Letters and requests for joint medical protocol sent for persistently absent pupils.  PSA early intervention and parent workshops  SLT investigation into trends between attendance and																																																							
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	Wymondham Dementia Support Group – Show and tell talk project (Year 4)			year group.		
All children will have the resources they need to be 'ready for learning.'	<p>PSA works with a wide range of families and is skilled in signposting and support.</p> <p>Spotlight and SEN/ Inclusion meetings are effective in identifying need and next steps</p> <p>Office staff are skilled in their role in reporting safeguarding</p>	<p>CPOMS records</p> <p>Spotlight/ SEN meeting minutes</p>	Continue to monitor vulnerable pupils		<p>CPOMS records and spotlight minutes show the range of early help provided by PSA and onward referrals made to other agencies for support.</p> <p>Laptops gifted to children who were refugees.</p> <p>Uniform and PE kits provided where needed.</p> <p>Support with breakfast club provided where there has been a specific need.</p> <p>We offered a wide range of workshops for parents last year (these included MHST, phonics, Maths with free resources, mental health, online safety and SEN)</p>	<p>Use of social media to support parents and promote inclusive values</p> <p>Parent workshop plan for next academic year to provide even more practical strategies (e.g. ZOR, sensory circuits, social stories)</p>

	/ financial needs.					
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## 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
NA	

## Service pupil premium funding (optional)

*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***

Our approach to the Service Pupil Premium is rooted in our values: *All Different, All Equal, All Learning*. Service children bring diverse experiences shaped by family mobility, separation and parental deployment. These can affect a child's sense of security, emotional wellbeing and readiness to learn. At Ashleigh, we know our service families well, which allows us to respond with empathy, flexibility and precision.

Because the number of service pupils is small, our support is highly personalised. The SPP enables us to provide targeted academic intervention when learning has been disrupted by moves or absence, as well as SEMH support to help children manage worry, change or prolonged periods away from a parent. We also use the funding to widen access to enrichment opportunities that strengthen confidence, friendships and resilience.

### **The impact of that spending on service pupil premium eligible pupils**

As this cohort size is particularly small at Ashleigh this year, we have chosen not to include the specific interventions used this year to ensure the families' privacy.