

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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
School name	Ashleigh Primary School and Nursery
Number of pupils in school	438 (472 with nursey)
Proportion (%) of pupil premium eligible pupils	16.6% 73 pupils (76 including nursery)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
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	£93,580
Recovery premium funding allocation this academic year	£3,435
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£97,015

Part A: Pupil premium strategy plan

Ashleigh Primary School is a large Primary School in Wymondham. We are one of three Primary Schools serving our growing town community. We have transitioned from an infant school into a high-performing Primary School and we pride ourselves on our goal of making 'inclusion a reality' for all pupils.

Our school philosophy is that the school staff, parents and governors will work together to make a difference to all children. At Ashleigh, we all work hard to ensure that inclusion is a reality for all of our children and that everyone feels valued and a part of our learning community. At Ashleigh we believe we are 'All different, all equal, all learning'. Our aim is to ensure that children eligible for the Pupil Premium Grant (PPG) make good progress as they move through the school. We recognise that excellent teaching is the most important lever schools have to improve outcomes for disadvantaged students and therefore we aim to offer education which is challenging, enjoyable and knowledge rich. We will have succeeded if our students show readiness for learning, readiness for life and are given the chance to achieve the best results possible.

At Ashleigh Primary School, we are extremely proud that children receiving PPG funding have historically achieved high standards at the end of KS2. In 2022, the results for children eligible for PPG were higher than the national standards for 'All pupils' in Reading, Writing and Maths. In Maths, 100% of disadvantaged children achieved the expected standard or higher and average scaled scores showed that disadvantaged children are securely achieving the expected standard across all areas.

In 2023, results were in line with the national average for 'All pupils' achieving the expected standard in Reading, Writing and Maths. In 2024 results for children with PP funding continued to rise to 67% combined, outperforming the national average for 'All Pupils' (national average for 'All Pupils' was 61% combined and disadvantaged was 45% combined).

Whilst we are proud of this achievement, we are not content; we know that the landscape of education for disadvantaged children has changed significantly over the last few years and that we need to strive to ensure provision meets their needs effectively. Our analysis tells us that disadvantaged pupils have been impacted by partial school closures to a greater extent than their peers (this finding is supported by National research studies). We know that to maintain the high standards we have previously achieved, we must put all of our energy into ensuring that disadvantaged children receive excellent teaching, which allows them to make strong progress across the curriculum.

At the heart of our Pupil Premium Strategy is a determination to understand the needs of every individual child, to ensure our provision can effectively meet their needs and to help them to overcome any barriers to learning. We use evidence-informed research to make decisions on the best approaches for all of our students.

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring all students have access to high quality teaching and learning in every lesson.
- Closing attainment gaps between disadvantaged students and their peers where they exist.
- Providing targeted academic support for students who are not making the expected progress.
- Ensuring that the whole school provision and culture are supportive of disadvantaged children.
- Addressing non-academic barriers to attainment such as attendance, behaviour, mental health and adverse childhood experiences.
- Working with parents to ensure that children have the necessary resources for learning and are given opportunities to participate in extra-curricular activities.

Statement of intent

Challenges

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

Challenge number	Detail of challenges faced by some of the children receiving the Pupil Premium Grant.
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 and in 2024 was 75%. In the last academic year, there was a rise in the average score for children with PP funding from 30.9 to 34.2. This average score was in line with the Ashleigh average score for 'All Pupils'. This shows us that Read, Write, Inc is working for our disadvantaged pupils, 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. KS1 Reading results for children with PP funding increased by 26.5% in 2023 which is largely due to the impact of the Read Write Inc programme. Staff turnover means that we need a rigorous training programme to ensure that the programme is embedded effectively. We have also extended this approach to incorporate 'Get Writing' (see below)</p> <p>In 2022 KS2 SATS Reading results showed that disadvantaged pupils at Ashleigh outperformed National for 'All pupils'. In 2023 this was 58.3% expected + in Reading.</p> <p>We are committed to closing the gap between disadvantaged and non-disadvantaged children at Ashleigh. For this reason, the 23-24 SIDP was focused on opportunities for children to read beautiful books and develop reading skills. In 2024 there was a significant increase in outcomes for KS2 PP pupils to 89% expected+ and 20% of PP children achieved greater depth in reading.</p> <p>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 24-25.</p>
4	<p><u>Writing</u></p> <p>Our assessments and observations indicate that the education of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are in line with what has happened at a national level.</p> <p>At Ashleigh, this has resulted in knowledge gaps leading to pupils falling behind age-related expectations. Internal data analysis shows us that the year groups particularly affected by this have been Years 4,5 and 6. Attainment in writing across the school is lower than in Reading and 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 2024, 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 Maths outcomes at KS2. 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</p>

	<p>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 23-24 we added 'Get Writing' to the KS1 teaching of writing and significant changes were made to the Writing curriculum to ensure that transcription is more of a focus 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 two Early Career Teachers (ECTs) within our setting. We also have three other teachers who completed their ECT programme last year 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 last academic year 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. Due to the success of this programme on improving the quality of teaching and learning, we have invested in a further year of CPD with Mark Burns. The focus for this next 'plus one' cycle has been decided through lesson observations, pupil book scrutiny and conversations with staff and 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 school closure were the disadvantaged children and their families.</p> <p>In 2022/23 we extended our Benjamin Foundation provision to 3 days per week to reach more children on our SEMH triage of support. In 23/24 we also trained a further mentor in DESTY.</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>There continues to be a 5% gap between the attendance of 'All Pupils' and the PP group.</p> <p>Last academic year, 8.2% (36 children) of all pupils were persistently absent. One third of this figure (12 pupils) were children with PP funding. This impacts</p>

	upon their access to the curriculum and necessary interventions and therefore needs to continue to be a focus for the strategy.
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
1. Improved oral language skills and vocabulary among Pupil Premium pupils.	Attainment gaps in reading and writing are closing across the school.
2. Talk is at the heart of lesson planning and children think hard and are confident, fluent and articulate.	<p>Lesson plans show that teachers plan for talk which encourages deep thinking. Talk expectations are visible in classrooms and observations show children engaged in meaningful 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>
3. Improved phonics attainment for disadvantaged pupils.	<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>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> <p>Internal data analysis shows a narrowing of the gap between Ashleigh disadvantaged children and their peers nationally, particularly in Years 4,5 and 6.</p>
<p>5. All children received consistent high-quality teaching and intervention across the curriculum.</p>	<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>Intervention Impact Grids (monitored by the Inclusion Lead) show that disadvantaged children make good progress in interventions.</p>
<p>6. Staff CPD has a direct impact on the engagement of disadvantaged pupils and the learning outcomes for these children.</p>	<p>Teacher presentations of impact of 'plus one' teaching programme evidence the outcomes for pupils in their class.</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>7. Children in need of SEMH support are identified early and given appropriate targeted intervention so that they can achieve their academic potential.</p>	<p>Individual SDQ/ELSA assessments show the positive impact of SEMH interventions over time.</p> <p>Termly pupil survey shows a change in pupil wellbeing following SEMH support.</p> <p>Case studies will be used to show the global impact on children's academic engagement and progress.</p>
<p>8. Pupil Premium attendance is in line with the whole school target of 96.5%</p>	<p>Attendance data for disadvantaged children will be in line with non- disadvantaged and meet the whole-school target of 96.5%</p> <p>Demonstrable impact of intervention on attendance of persistent absentees.</p>
<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>	<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>
<p>10. All children will have the resources they need to be 'ready for learning.'</p>	<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 (and recovery premium funding) **this academic year** to address the challenges listed above.

Action	From Pupil Premium Allocation
Inclusion Lead	£36,184
2 HLTAs for afternoon intervention	£16,444
Parent Support Adviser	£27,083
Access to the curriculum fund (uniform, visit subsidies, instrument lessons, funded clubs)	£2,000
Accelerated Reader subscription	£5,000
Read, Write Inc. subscription	£1,600
Teacher Training on independent task design	£3,600
Benjamin Foundation Counselling	£5,104
Total	£97,015

Additional Actions	Targeted at disadvantaged children Funded from other funding streams
Benjamin Foundation Counselling and Young Carers Group	£13,000 (additional provision)
African Drumming	£3900
Out There Forest School for Y1 and Y2	£8,400
Intervention Teacher	£10,000
EYFS nurture provision	£5095
TA hours to deliver Wellcomm intervention in EYFS	£1200
DESTY license	£499

ELSA provision	£2000
Staff visits to Briar Hill Primary	£800
PIXL subscription	£2700
Total	£47,594

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40,898 (additional funding from other funding streams- see above)

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> <p>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.</p> <p>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.</p> <p>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).</p> <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> <p>SIDP Pillar 1 + 3</p>	3
Staff visits to other schools where provision for disadvantaged children is highly effective.	<p>See Briar Hill OFSTED report Nov 2022 Outstanding rating- 90% combined KS2 outcomes with 40% disadvantaged.</p> <p>SIDP Pillar 5</p>	2,3,4,5
Coaching and training of staff as we introduce 'Get Writing' to	SIDP Pillar 3	4,5

RWI sessions to ensure children have the foundation skills for sentence structures and spelling.	Read Write Inc at Ashleigh has had the greatest impact on disadvantaged pupils (27.4% increase in disadvantaged pupils achieving expected in phonics since 2019) and so we will extend this structure to writing.	
Review accountability structures at the school with VNET support.	<p>EEF “Effective Professional Development guidance”report states that quality CPD should be based upon ‘mechanisms’ which- “build knowledge, motivate staff, develop teaching techniques and embed practice.”</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1668765088</p> <p>Our Teaching and Learning CPD includes a cycle of evidence informed research (building knowledge) modelled examples, practice of teaching techniques, peer observation and feedback.</p> <p>The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children’s learning. (Sutton Trust 2011)</p> <p>SIDP Pillar 5</p>	1,2,3,4,5,6
	EEF Toolkit- Oral Language interventions +6 months	
Develop a new oracy strategy	<p>“Evidence suggests that Oral language interventions that explicitly aim to develop spoken vocabulary work best when they are related to the current content being studied in school, and when the involve active and meaningful use of any new vocabulary”</p> <p>SIDP Pillars 1+3</p>	1,2,3,4,5
Further embed the use of Makaton into our Early Years provision and provide additional CPD for further year groups.	Through observations and conversations with pupils we can see the positive impact of using Makaton in our EYFS provision, particularly for disadvantaged children, children with SEN and EAL	1,2
Improve the teaching of reading through introducing ‘Talk through Stories’ in EYFS and KS1 and through further	SIDP Pillar 1+3	2+3

<p>CPD in the teaching of our reading curriculum in KS2</p>		
<p>Inclusion Lead oversees intervention impact analysis and groups data analysis to ensure that the PP strategy is having the intended impact.</p> <p>Inclusion lead contributes to: standards meetings, ECT support, spotlight meetings, SEN meetings, staff CPD etc. to gain insight into how the PP strategy is being implemented.</p>	<p>EEF – “Putting evidence to work – A school’s guide to implementation” (2019) states that successful implementation should:</p> <p>“build leadership capacity through implementation teams” The inclusion lead and the headteacher will provide a link between these teams, ensuring that the PP strategy is implemented well and that they “Use implementation data to actively tailor and improve the approach.”</p> <p>SIDP Pillar 1,2,3,4,5 6,7,9</p>	<p>1-9</p>
<p>Provide training opportunities (external CPD, coaching, staff meetings, ECT support) which develop the knowledge and understanding of SEN and inclusion so that SEN is identified early and children have the best access to evidence informed teaching.</p>	<p>EEF–“Special educational needs in mainstream” (March 2020) – Recommendations:</p> <ol style="list-style-type: none"> 1. Create a positive and supportive environment for all pupils, without exception 2. Build an ongoing, holistic understanding of your pupils and their needs 3. Ensure all pupils have access to high quality teaching 4. Complement high quality teaching with carefully selected small-group and one-to-one interventions 5. Work effectively with teaching assistants <p>“Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.”</p> <p>SIDP Pillar 1,2 5&6</p>	<p>1,2,3,4,5</p>

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

Budgeted cost: £13,798 (additional funding from other funding streams- see above)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality evidence based intervention delivered by PP lead, 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>Ashleigh OFSTED report 2018 “Disadvantaged pupils often make better progress than other pupils, so that any differences between the two groups are rapidly diminishing. This is due to outstanding teaching, learning and assessment, aided by the highly effective targeted support from the skilled pupil premium teacher.”</p> <p>The WellComm toolkits were developed by Speech and Language Therapists at Sandwell and West Birmingham Hospitals NHS Trust. It was recommended during out core consultation meeting and Early Years grants are available for this programme.</p>	<p>1,2,3,4</p>
<p>Extend provision of embed ELSA, DESTY, Trauma informed practice and Benjamin Foundation into our SEMH provision for disadvantaged children.</p>	<p>Metacognition and self-regulation EEF toolkit = +7 months</p> <p>SEL interventions EEF Toolkit + 4 months.</p> <p>SIDP Pillar 6</p>	<p>5,6,</p>

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

Budgeted cost: £27,672 (additional funding from other funding streams- see above)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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).	EEF toolkit- Arts Participation +3 months on academic outcomes. 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."	6, 7
Add an additional residential to our provision to broaden the horizons of disadvantaged pupils	SIDP Pillar 7	8
Provide an additional half term of Forest School nurture provision for targeted pupils in Year 2	EEF toolkit- Metacognition and self-regulation +7 months. SEL interventions +4 months Progress reports from last year's Forest Schools sessions show the impact on social and emotional learning for disadvantaged children.	6
Provide parent workshops to help parents to support their children at home (reading, online safety, mental health and wellbeing, phonics)	EEF –Parental engagement +4 months SIDP Pillar 8	6,7,9
PSA and Inclusion Lead will work closely with attendance lead (Deputy Headteacher) and safeguarding team to ensure the highest quality family support is in place.	EEF Toolkit- Parental engagement +4 months. SIDP "Pillar 10. Keeping children safe woven through every aspect of the school's work." SIDP Pillar 6 +8	7,8,9
Work with Mental Health Support Team	Anecdotal evidence from parents who completed the programme last year, assessments from	5,6

<p>to provide a level of mental health support which reaches beyond school life, builds partnerships with parents and carers and addresses emotionally-based school avoidance.</p>	<p>closure letters and conversations with pupils and staff/ CPOMS records show the positive impact of working with the MHST last year.</p> <p>MHST Parent- Led interventions are based upon research and clinical practice.</p> <p><u>EEF Toolkit- SEL interventions</u> + 4 months “Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.”</p> <p>SIDP Pillar 6 &8</p>	
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Total budgeted cost: £97,015

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 2023-2024 academic year.

RAG rating of approaches used this academic year:

Aim	Target	Target Date	RAG rating	Outcomes						Next Steps	
Improved oral language skills and vocabulary among Pupil Premium pupils.	Attainment gaps in reading and writing are closing across the school.			Average attainment for children with PP funding Summer 21/22			Average attainment for children with PP funding Summer 23/24			<p>Monitor the quality of teaching and learning in KS1</p> <p>Work closely with Speech and language team to ensure early identification of Speech and Language needs.</p> <p>Monitor the implementation of Wellcomm through transition for EYFS to KS1</p> <p>See also – phonics and writing focus in KS1</p>	
				R	W	M	R	W	M		
				1				EXS	WTS		WTS
				2	WTS	WTS	WTS	WTS	WTS		WTS
				3	WTS	WTS	WTS	WTS	WTS		EXS
				4	WTS	WTS	WTS	EXS	EXS		EXS
				5	WTS	WTS	WTS	EXS	EXS		EXS
				6	WTS	WTS	WTS	EXS	EXS		EXS

			<p>The table able shows that the changes in teaching and learning over time have haad the intended impact on the average outcomes for children with PP funding and that we need to continue to focus on the outcomes in KS1.</p> <table border="1"> <thead> <tr> <th>KS2 2023 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>58%</td> <td>75%</td> <td>75%</td> <td>58%</td> </tr> <tr> <td>GDS</td> <td>17%</td> <td>17%</td> <td>16%</td> <td>8%</td> </tr> </tbody> </table> <table border="1"> <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>There has been significant change in the reading results at KS2 for disadvantaged pupils. This had been a focus of the previous strategy.</p>	KS2 2023 Outcomes for PP students	Reading	Maths	Writing	Combined	EXS +	58%	75%	75%	58%	GDS	17%	17%	16%	8%	KS2 2024 Outcomes for PP students	Reading	Maths	Writing	Combined	EXS +	89%	78%	78%	67%	GDS	22%	0%	0%	0%	
KS2 2023 Outcomes for PP students	Reading	Maths	Writing	Combined																														
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<p>Talk is at the heart of lesson planning and children think hard and are confident, fluent and articulate.</p>	<p>Lesson plans show that teachers plan for talk which encourages deep thinking.</p>		<p>SLT completed three rounds of 'lived experience drop ins' and noted an increase in the use of co-operative learning strategies.</p> <p>Ofsted report (2024) noted "Teachers enhance pupils' learning by using strategies pupils find familiar such as 'meet in the middle', 'three for tea' and partner talk. Pupils articulate their thinking and consolidate their learning exceptionally well."</p>	<p>Mark Burns plus one cycle to focus on task design and deep learning.</p>																														

	<p>Talk expectations are visible in classrooms and observations show children engaged in meaningful 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>				
Improved phonics attainment for	In Year 1 phonics screening results for disadvantaged			<p>Comparison of phonics screening results over the last three years shows a closing of the gap between disadvantaged pupils and 'All pupils'</p> <p>Ashleigh phonics screening continue to outperform PP results nationally.</p>	Ensure that phonics tutoring is in place early in the Spring Term to ensure that all

disadvantaged pupils.	children are in line with the National Average for 'all pupils'		Comparison of Ashleigh Phonics results 2019 and 2022						children get the support they need.
			All Pupils 2022	All Pupils 2023	All pupils 2024	PP pupils 2022	PP pupils 2023	PP pupils 2024	
	100% of disadvantaged children in Year 2 pass the phonics screening		85.5% (National 75%)	87.5% (National 79%)	82% (National 80%)	57% (National 62%)	71% (National 67%)	75% (National 68%)	
	Internal data analysis shows a closing of the gap between Ashleigh disadvantaged and not-disadvantaged phonics		<p>4 children with PP funding had to retake their phonics screening in Year 2 (2023-2024) and 2 of the children passed this. Of the two children who did not pass, one child scored 30 and has significant SEN need and the other joined Ashleigh in Sept 2023 with no previous phonics teaching.</p> <p>Ofsted report (2024) "Well-trained staff teach phonics highly effectively. Familiar routines enable pupils to concentrate on learning new sounds. Pupils read books daily that are closely matched to the sounds they know. This means pupils rapidly become confident and fluent readers. Staff are quick to identify pupils who need extra help to keep up with the pace of the phonics programme so they catch up swiftly."</p> <p>In Autumn term 23/24 there were 20 children in KS2 needing phonics intervention. In Autumn term 24/25 there were 14 children in KS2 needing phonics intervention and by Autumn 2 this has reduced to 12 children.</p> <p>At Ashleigh, we have a mastery approach to learning and it is clear from KS2 outcomes that the high expectations of children with PP funding leads to excellent outcomes in reading by the end of KS2. 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 24-25.</p>						
			Comparison of Ashleigh KS1 Reading Results 2019 -2023						
			All Pupils 2022	All Pupils 2023	All Pupils 2024	PP pupils 2022	PP pupils 2023	PP Pupils 2024	

				68% (National 67%)	76.6%	58.7%	36% (National 51%)	62.5%	22.2%	
Improved progress in writing for PP children	The writing books for every Pupil Premium child show that children make rapid progress and the impact of High Quality Teaching. Internal data analysis shows a narrowing of the gap between Ashleigh disadvantaged children and their peers nationally, particularly in Years 4,5 and 6.			Comparison of Ashleigh KS1 Writing Results 2019 -2023						Focus on KS1 Writing – ‘the year of the sentence’ Monitoring the impact to KS1 Writing curriculum changes. See Writing on SIDP
				All Pupils 2022	All Pupils 2023	All pupils 2024	PP pupils 2022	PP pupils 2023	PP pupils 2024	
				60.3%	64.1%	68.3%	36.4	50%	33.3%	
				Whilst the above table shows improvement in KS1 outcomes over time in the KS1 for ‘All pupils’, this has not been the case for children with PP funding. Half of the cohort in 2024 had an SEN need, which may have been the reason for this shift, but writing in KS1 will remain a priority for school improvement in the year 24-25						
				Outcomes for KS2 writing expected are still above national average for ‘All Pupils’. This again, shows our mastery approach to the teaching of writing.						
KS2 2023 Outcomes for PP students					Reading	Maths	Writing	Combined		
EXS +					58%	75%	75%	58%		
GDS					17%	17%	16%	8%		
KS2 2024 Outcomes for PP students					Reading	Maths	Writing	Combined		
EXS +					89%	78%	78%	67%		

				GDS	22%	0%	0%	0%			
All children received consistent high-quality teaching and intervention across the curriculum.	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. Intervention Impact Grids (monitored by the Inclusion Lead) show that disadvantaged children make good progress in interventions			This table shows the impact of teaching and learning and high quality intervention on attainment for children with PP funding over time:						Continue to implement the reading fluency intervention in Year 5/6 and introduce this in years 3/4	
				Average attainment for children with PP funding Summer 21/22			Average attainment for children with PP funding Summer 23/24				
					R	W	M	R	W		M
				1				EXS	WTS		WTS
				2	WTS	WTS	WTS	WTS	WTS		WTS
				3	WTS	WTS	WTS	WTS	WTS		EXS
				4	WTS	WTS	WTS	EXS	EXS		EXS
				5	WTS	WTS	WTS	EXS	EXS		EXS
				Following training from Emma Adcock (VNET), Mrs Meek ran a fluency group. There was significant evidence of progress from the YARC assessments, but also the tracking below shows the longer term impact of the intervention on the children's scaled scores as the intervention took place from January which is the point that a significant change can be seen.							
					First name	September scaled score	November scaled score	January scaled score	March scaled score		May scaled score
	Child 1 (PP)	92	98	112	112	109					

				Child 2	105	97	104	110	107	
				Child 3 (PP)	106	98	101	108	108	
				Child 4 (PP)	91	95	98	99	101	
				Child 5 (SEN and dyslexia)	93	98	105	101	106	
				Child 6 SEN EHCP	80	85	93	92	93	
				Child 7 - Dyslexia	96	98	101	105	101	
				Child 8	91	96	107	99	104	
Staff CPD has a direct impact on the engagement of disadvantaged pupils and the learning outcomes for these children.	Teacher presentations of impact of 'plus one' teaching programme evidence the outcomes for pupils in their class. Lesson observations, pupil book study and book scrutiny show that children are engaged in their learning and that they are thinking hard in lessons.			Every teacher presented the impact of their 'plus one' project to staff and governors with evidence from pupils' work, planning, data analysis and surveys. Ofsted report (2024): "The school is ambitious for all learners. Pupils with special educational needs and/or disabilities (SEND) achieve exceptionally well. Teachers make sure they adapt work to meet individual pupils' needs. This means pupils with SEND successfully access learning with their peers." "Pupils articulate their thinking and consolidate their learning exceptionally well. Teachers frequently check pupils' knowledge is secure."						Mark Burns plus one cycle to focus on task design and deep learning.

Children in need of SEMH support are identified early and given appropriate targeted intervention so that they can achieve their academic potential	<p>Individual Thrive/ELSA assessments show the positive impact of Thrive interventions over time.</p> <p>Termly pupil survey shows a change in pupil wellbeing following SEMH support.</p> <p>Case studies will be used to show the global impact on children's academic engagement and progress.</p>			<p>DESTY SDQ analysis shows the positive impact of the intervention over time</p> <p>Pupil voice survey analysis for individuals receiving intervention shows the positive impact on their experiences of school.</p> <p>CPOMS records of behaviour incidents show the positive impact of SEMH intervention over time. Two children who were previously at risk of suspension and have had Benjamin Foundation support have had no reported incidents in Autumn Term 24-25.</p> <p>See individual case studies</p> <p>See SEMH monitoring spreadsheet of targets and All About Me monitoring of the targets.</p>	<p>Consider how ELSA can be used to support lunchtimes.</p> <p>SEMH monitoring spreadsheet to be used by staff in AAM planning.</p>
Pupil Premium attendance is in line with the whole school target of 96.5%	Attendance data for disadvantaged children will be in line with non-			Attendance tracking shows that PP attendance continues to be slightly below the whole-school target. Where persistent absence was identified, early intervention plans, PSA support and in some cases Fast Track were used to ensure improvements. See individual case studies.	<p>Early intervention plans in place</p> <p>Parent workshops from MHST as we</p>

	<p>disadvantaged and meet the whole-school target of 96.5%</p> <p>Demonstrable impact of intervention on attendance of persistent absentees.</p>			<p>Attendance for the academic Year 23/24</p> <table border="1"> <thead> <tr> <th></th> <th>Autumn</th> <th>Autumn</th> <th>Spring</th> <th>Spring</th> <th>Summer</th> </tr> <tr> <th><u>Y1 to Y6</u></th> <th>1st Half</th> <th>2nd Half</th> <th>1st Half</th> <th>2nd Half</th> <th>1st Half</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>96.96</td> <td>94.77 ↓</td> <td>96.07 ↑</td> <td>95.84 ↓</td> <td>96.36 ↑</td> </tr> <tr> <td>PP</td> <td>95.26</td> <td>91.65 ↓</td> <td>93.18 ↑</td> <td>92.86 ↓</td> <td>92.86</td> </tr> </tbody> </table>		Autumn	Autumn	Spring	Spring	Summer	<u>Y1 to Y6</u>	1 st Half	2 nd Half	1 st Half	2 nd Half	1 st Half	School	96.96	94.77 ↓	96.07 ↑	95.84 ↓	96.36 ↑	PP	95.26	91.65 ↓	93.18 ↑	92.86 ↓	92.86	<p>are noting some attendance is affected by children with worries.</p>
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<p>Children receiving Pupil Premium Funding will have access to a range of cultural experiences through a carefully mapped broad and balanced curriculum.</p>	<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>			<p>Ofsted report (2024)</p> <p>“Pupils relish the extensive opportunities to learn new talents and broaden their interests. All pupils learn to play African drums and ukulele and have samba lessons. Pupils are immensely proud of the sporting talents they develop through dance club, karate and football. A nearby farm provides a unique space for pupils to learn to care for living things. Pupils like to collect eggs from the chickens. They develop a deep awareness of sustainability by growing their own fruit and vegetables.”</p> <p>See cultural experience mapping document.</p> <table border="1"> <tr> <td>Number of trip spaces funded/ subsidised by PP funds</td> <td>5</td> </tr> <tr> <td>Number of families supported with cost of residential (even if this was just a subsidy)</td> <td>9</td> </tr> <tr> <td>Number of club places funded by PP</td> <td>114</td> </tr> </table>	Number of trip spaces funded/ subsidised by PP funds	5	Number of families supported with cost of residential (even if this was just a subsidy)	9	Number of club places funded by PP	114																			
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				Number of children receiving PP funded music lessons	2		
				(55 pupils with PP funding attended at least one club last academic year)			
All children will have the resources they need to be 'ready for learning.'	CPOMS and PSA log evidences additional support for families including (Early Help, PSA support, uniform funding etc.)			CPOMS records show extensive support from PSA around housing, wellbeing, safeguarding, parenting and financial support. Uniform funded for pupils where needed.			