Pupil Premium Strategy Statement 2025-2028

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

School overview

Detail	Data
Number of pupils in school	309
Proportion (%) of pupil premium eligible pupils	10.6%
Academic year/years that our current pupil premium strategy plan covers	2025-2026 2026-2027 2027-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sylvie Newman
Pupil premium lead	Sylvie Newman
Governor/Trustee lead	Tbc

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53725
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£53725

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for our disadvantaged children are, family disruption & instability, domestic & social risk factors, poverty and adverse childhood experience. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

- Narrow the attainment gap in EYFS Good Level of Development between disadvantaged and non-disadvantaged pupils.
- Narrow the attainment gap in the Phonics Screen Check Pass between disadvantaged and non-disadvantaged pupils.
- Narrow the attainment gap at the end of Key Stage 2 in RWM between disadvantaged pupils and non-disadvantaged pupils.
- Narrow the gap between disadvantaged and non-disadvantaged in school attendance
- Improve disadvantaged pupil's cultural capital through enrichment and broad opportunities.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision made for this group include:

- Ensuring all teaching is good or better to guarantee that the quality of teaching experienced by all children is excellent
- To allocate additional learning support to provide small group work focussed on overcoming gaps in learning
- Providing 1-1 support

- Additional teaching and learning opportunities provided through trained ELSA or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support
- Support for equipment and resources to ensure equality of opportunity for all children

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments indicate that our pupil premium children are not making as rapid progress in reading, writing and maths as non-pupil premium children.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are most evident from EYFS through to Year 2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	The attendance of disadvantaged pupil's vs non disadvantaged is often lower and persistent absence is higher.
4	Many disadvantaged pupils have a lack of cultural capital and enrichment opportunities outside of school.

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
Narrow the attainment gap in EYFS Good Level of Development between disadvantaged and non-disadvantaged pupils.	The gap between disadvantaged pupils and non-disadvantaged pupils narrows in EYFS GLD. EYFS GLD for disadvantaged pupils is in line with national or better.
Narrow the attainment gap in the Phonics Screen Check Pass between disadvantaged and non-disadvantaged pupils.	The gap between disadvantaged pupils and non-disadvantaged pupils narrows in the Phonics Screen Check. Phonics Screen Pass for disadvantaged pupils is in line with national or better.
Narrow the attainment gap at the end of Key Stage 2 in RWM between disadvantaged pupils and non-disadvantaged pupils.	Narrow the gap in EXS+ attainment between disadvantaged and non-disadvantaged.

	RWM EXS+ for disadvantaged is in line with national or better. GDS+ for disadvantaged is in line with national.
Narrow the gap between disadvantaged and non-disadvantaged in school attendance	Reduce the gap in % attendance between disadvantaged and non-disadvantaged pupils. Reduce the percentage of disadvantaged pupils who are persistently absent vs non disadvantaged pupils.
Improve disadvantaged pupil's cultural capital through enrichment and broad opportunities.	Increase in disadvantaged pupils attending enrichment clubs. Increase in pupils understanding and awareness of the world beyond Ashby Hill Top through Lyfta pupil voice.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£32400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure quality first teaching for all pupils by providing CPD to further improve teaching and learning with particular emphasis on current pedagogy	Research based evidence: High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium). Sutton Trust: 'The effects of high- quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.'	1 2 4
Embed the use of Pupil Premium First approach to prioritise disadvantaged pupils during instruction and feedback.	Research based evidence: EEF: effective feedback appears to have a greater effect on primary pupils (+8 months)	1 2
Address the specific academic needs of disadvantaged and SEND pupils, to ensure that support and provision is personalised to meet their academic barriers to learning.	Research based evidence: Mark Rowland, Chartered College: Addressing Educational Disadvantage	1 2 3 4

Additional Teaching Assistant support in EYFS to increase ratios and support with the acquisition of early language and phonics	Research based evidence: deployment of teaching assistants Deployment of Teaching Assistants | EEF	1 2
Fund teacher release time to embed key elements of training in school and to access resources and external CPD	Research based evidence: High quality teaching for all is the most important lever for improving outcomes EEF Guide to Pupil Premium Sutton Trust: 'The effects of high- quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.'	1 2

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

Budgeted cost: **£16740**

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA x 3 pms to deliver ELSA to help children and young people learn to understand their emotions and respect the feelings of those around them	Research based evidence: Small group tuition | EEF Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	1 2 3
Establish small group interventions for disadvantaged pupils falling behind age-related expectations in R/W/M	Research based evidence: Small group tuition | EEF: Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	1 2
Implement Wellcomm language intervention for increased vocabulary development	Research based evidence: Oral language interventions | EEF Early screening and subsequent intervention of pupils with delayed language skills. Oracy	1 2

	programmes and curriculum enhancement have a high impact on pupil outcomes (+6 months). EEF Oral Language	
Small group intervention for social communication	Research based evidence: Small group tuition | EEF: Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	1 2 3 4

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

Budgeted cost: **£4589**

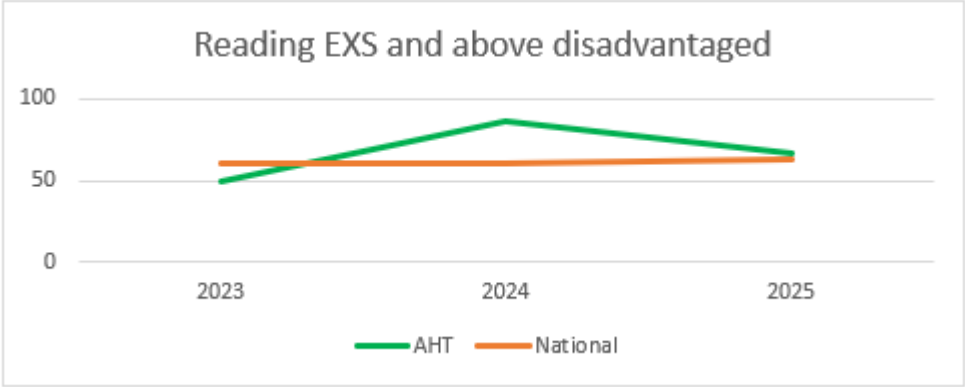
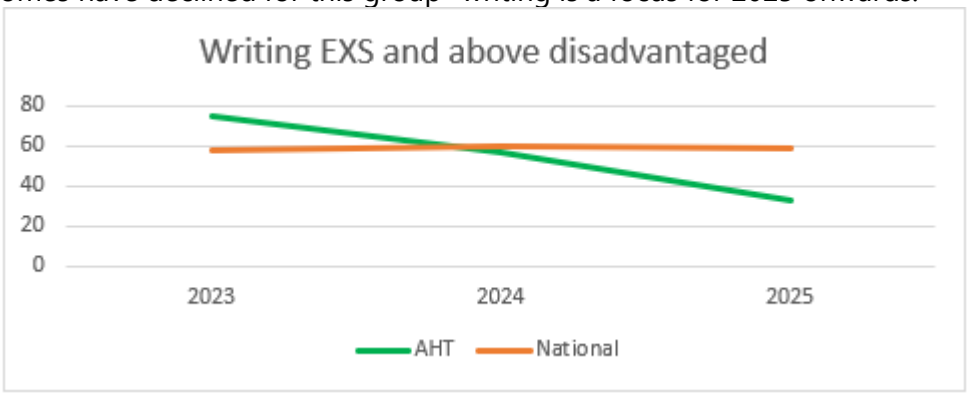
Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduce the gap in % attendance between disadvantaged and non-disadvantaged pupils. Reduce the percentage of disadvantaged pupils who are persistently absent vs non disadvantaged pupils.	Research based evidence: Supporting attendance | EEF Improving attendance is a multifaceted mission, requiring different approaches in different contexts.	1 2 3
Increase the cultural capital and opportunities designed for all pupils in the curriculum, by supporting with costs towards trips, visits, workshops and residentials.	Research based evidence: Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Developing cultural capital in your primary school | Cornerstones Education	1 4
Increase the cultural capital and opportunities designed for all pupils in the curriculum through the Lyfta Programme	Research based evidence: Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. Developing cultural capital in your primary school | Cornerstones Education	1 4
Contingency fund for acute issues.	Based on the school's changing intake, we set a small amount of funding aside to respond quickly to the needs which have not yet been identified.	1 2 3 4

Total budgeted cost: £53735

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 2024 to 2025 academic year.

<table>
<tr><td colspan="2">Intended outcome 1: Achieve national average progress scores in KS2 Reading</td></tr>
<tr><td>KS2 Reading EXS and above Disadvantaged
No national progress data to enable comparison</td><td>In school, data shows a steady improvement in disadvantaged pupil progress. Despite a slight decline in % EXS this area is still above national.
 
</td></tr>
<tr><td colspan="2">Intended outcome 2: Ensure outcomes are at least in line with national disadvantaged for writing and progress continues to be strong</td></tr>
<tr><td>KS2 Writing EXS and above Disadvantaged
No national progress data to enable comparison</td><td>In school, data shows a steady improvement in disadvantaged pupil progress. Outcomes have declined for this group- writing is a focus for 2025 onwards.
 
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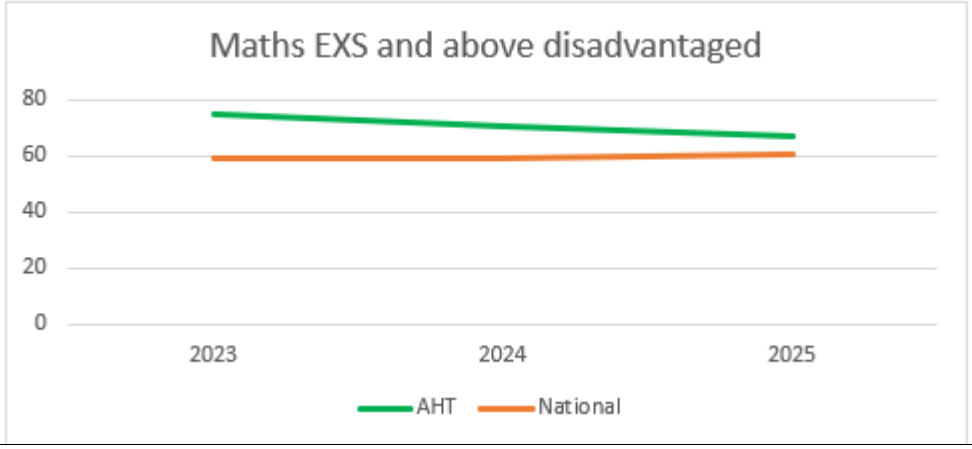
<table>
<tr><td colspan="2">Intended outcome 3: Achieve national average progress scores in KS2 Maths</td></tr>
<tr><td>KS2 Maths EXS and above Disadvantaged
No national progress data to enable comparison</td><td>In school, data shows improvement in disadvantaged pupil progress.
Despite a slight decline in % EXS this area is still above national.
 
</td></tr>
<tr><td colspan="2">Intended outcome 4: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</td></tr>
<tr><td colspan="2">Qualitative data from pupil voice, pupil and parent surveys, teacher observations demonstrate sustained high levels of wellbeing.
There has been a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</td></tr>
<tr><td colspan="2">Intended outcome 5: Improved attitudes to learning</td></tr>
<tr><td colspan="2">No permanent exclusions in the past 3 years
Reduction in suspensions</td></tr>
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