



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Ashlands Primary School
Number of pupils in school	262
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2028
Statement authorised by	Donna Russell
Pupil premium lead	Joanna Archdale
Governor / Trustee lead	Annet Nottingham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41281
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£41281
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium additional funding is provided to address the inequalities that exist between children from disadvantaged backgrounds and their peers. At Ashlands Primary School, our ambition is that all pupils, regardless of their background or the challenges they may face, make strong progress and achieve high attainment across all areas of the curriculum.

The focus of our Pupil Premium strategy is to ensure that disadvantaged pupils are supported to achieve this ambition, including those who are already high attainers. In deciding how best to allocate Pupil Premium funding, we carefully consider both the context in which our disadvantaged pupils live and the evidence-based research provided by the Education Endowment Foundation (EEF).

We recognise that disadvantaged pupils may face a range of interlinked barriers to learning. Within our local context, these barriers may include complex home circumstances, limited support outside school, weakened language and communication skills and low self-esteem or confidence, all of which can impact pupils' engagement, wellbeing and academic progress.

Overcoming these barriers through high-quality first teaching is central to our approach. Teaching and learning at Ashlands Primary School is adaptive, responsive and inclusive, ensuring that lessons meet the needs of all pupils. Teachers know their pupils well and are actively involved in the analysis of assessment and pastoral information, enabling early identification of barriers and timely support.

Alongside high-quality classroom practice, we provide targeted and personalised interventions for pupils who are not making expected progress, including support that addresses non-academic barriers to attainment, such as behaviour, attendance and emotional wellbeing. We recognise that disadvantage is not solely defined by eligibility for free school meals and reserve the right to allocate Pupil Premium funding to support any pupil or group of pupils the school has legitimately identified as experiencing disadvantage.

Pupil Premium funding is allocated following a robust needs analysis, ensuring that support is carefully matched to pupils' individual needs rather than assumptions about disadvantage. This targeted and responsive approach is supported by research as the most effective way to close attainment gaps and is intended to accelerate progress for disadvantaged pupils while also benefiting the wider school community.

Our aim is that the attainment and progress of disadvantaged pupils will improve year on year, while the strong outcomes already achieved by non-disadvantaged pupils are sustained and enhanced alongside their peers.

Principles

Ultimate Objectives

- **To narrow the gap between our disadvantaged and non-disadvantaged pupils, enabling them to potentially achieve or exceed Age Related Expectations at the end of Year 6.**
- **To provide the same extra curricular opportunities to all disadvantaged cohort so that they are provided with the same opportunities as their peers**

Achieving these Objectives

- The provision of small group work with an experienced teacher/TA focussed on overcoming gaps in learning
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Support to promote positive mental health where required
- Funding will pay towards activities, educational visits and residential, ensuring children have first-hand experiences to use within their classroom learning.
- Funding will support the running costs of specialist learning software.
- Funding will support access to additional clubs and activities provided by the school
- Funding will allow the children to learn a musical instrument.
- Funding will support behaviour strategies and nurture support during some lunchtimes by enabling the provision of activities to engage and motivate children, thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

The approaches we have adopted complement each other to help pupils excel in many different areas. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	1. Mathematics Some disadvantaged pupils experience barriers to learning in mathematics which, over time, can impact their confidence, fluency and depth of understanding in key mathematical concepts. These pupils may require additional support to enable them to make similar rates of progress to their peers.
2	2. Reading, Oracy and Writing A number of disadvantaged pupils begin school or key stages with lower starting points in reading and/or spoken language. These barriers can, in turn, impact aspects of English, particularly writing, where pupils may find it more difficult to articulate ideas, structure sentences or use age-appropriate vocabulary without targeted support.
3	3. Social, Emotional and Learning Behaviours There is evidence that for some disadvantaged pupils, social and emotional factors present additional challenges to learning. These pupils may demonstrate reduced self-confidence, resilience or readiness to learn, which can affect engagement and learning behaviours. Without timely intervention and nurture, this may limit their ability to sustain progress and meet age-related expectations.
4	4. Access to Enrichment Opportunities Some disadvantaged pupils face financial barriers that limit access to enrichment opportunities available to their peers. Without additional support, these barriers may reduce opportunities for wider personal development, confidence building and aspiration.

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.

Challenge Area	Intended Outcomes	Success Criteria
1. Mathematics	<ul style="list-style-type: none"> • Sustained progress from starting points • Narrowing attainment gaps • Increased confidence and fluency 	<ul style="list-style-type: none"> • Progress in line with or above peers with similar starting points • Increased proportion achieving age-related expectations • Secure understanding evidenced in books and assessments • Positive pupil attitudes shown through pupil voice
2. Reading, Oracy and Writing	<ul style="list-style-type: none"> • Improved reading fluency and comprehension • Stronger spoken language • Improved quality and stamina in writing 	<ul style="list-style-type: none"> • Accelerated progress in reading assessments • Increasing proportion meeting age-related expectations • Writing shows improved vocabulary, structure and cohesion • Improved oral contributions in lessons
3. Social, Emotional Wellbeing and Learning Behaviours	<ul style="list-style-type: none"> • Improved resilience and self-belief • Improved readiness to learn • Increased engagement and attendance 	<ul style="list-style-type: none"> • Reduction in behaviour incidents • Attendance improving towards whole-school figures • Pupil voice shows improved confidence • Teachers report improved focus and independence
4. Access to Enrichment and Wider Opportunities	<ul style="list-style-type: none"> • Equal access to enrichment • Increased participation in sport and music • Improved confidence and aspiration 	<ul style="list-style-type: none"> • Increased participation rates for disadvantaged pupils • No pupil excluded due to cost • Positive pupil and staff feedback on confidence and engagement

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: £31,944

Activity / Strategy	Evidence that supports this approach	Challenge number(s) addressed
Implementation of quality learning-support-led interventions <ul style="list-style-type: none">• <i>Targeted small-group or 1:1 interventions delivered by trained support staff linked to data analysis.</i>• <i>Support staff receive CPD in evidence-based intervention programs.</i>	EEF evidence shows that when teaching assistants are trained and deployed to deliver structured, targeted interventions, pupils make stronger progress. This approach is particularly cost-effective for supporting disadvantaged pupils.	1, 2, 3
Enhancement of Quality First Teaching and classroom support strategies <ul style="list-style-type: none">• <i>Support to enhance curriculum planning and development.</i>• <i>Specialist teacher support (e.g. Bradford SCIL).</i>• <i>Support staff included in CPD and staff meetings.</i>	High-quality CPD is a key driver of improved classroom practice and outcomes for pupils, particularly those who are disadvantaged (EEF).	1, 2
Purchase of standardised assessments and analysis tools <ul style="list-style-type: none">• <i>Assessments used to identify learning gaps, track progress and inform targeted intervention.</i>	Standardised assessments support high-quality feedback and effective individualised instruction, both of which have been shown to have a positive impact on disadvantaged pupils (EEF).	1, 2

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

Budgeted cost: £1746

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase of Times Tables Rockstars (TTR) tool to support maths progress, confidence and fluency</i></p>	<p>Automatic recall of multiplication facts reduces cognitive load so disadvantaged pupils can focus on concepts and problem-solving—this aligns with EEF maths guidance on fluency, assessment to build on prior knowledge and structured interventions.</p> <p>NCETM’s “Five Big Ideas” clarifies that fluency is more than speed; it’s recall, procedural fluency and flexibility—exactly what targeted TTR practice can strengthen when embedded in teaching. [ncetm.org.uk]</p> <p>EEF guidance on digital technology: impact comes from purposeful, consistent use (active practice, feedback),</p>	1
<p><i>The purchase of a comprehensive phonics scheme, with assessment tools and training.</i></p> <p><i>Small group intervention for our KS2 children who continue to require phonic support</i></p>	<p>Phonics has been shown to be the most effective way to teach children to read. Some disadvantaged pupils will potentially have had less access and exposure to supportive texts at home; therefore, sharing books which support early reading, we are allowing further opportunities to improve phonics understanding and reading skills.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>This will strengthen decoding, fluency and comprehension, while also developing oracy through structured talk, vocabulary acquisition and increased confidence in reading aloud. As a result, gaps in early reading and spoken language attainment will be reduced.</p> <p>In Key Stage 2, some Pupil Premium pupils continue to experience gaps in decoding, reading fluency, vocabulary and spoken language, often as a result of disrupted early reading experiences or compounded disadvantage. These gaps limit access to the wider curriculum and negatively impact confidence, comprehension and oracy. This approach reflects EEF guidance, which identifies phonics interventions, fluency approaches and oral language strategies as high-impact for disadvantaged pupils in KS2.</p>	2
<p><i>Support through use of clicker and IDL provides</i></p>	<p>Pupil Premium pupils may experience gaps in literacy skills, spoken language, working memory and confidence, which can limit their ability to access the curriculum independently and articulate their understanding in spoken and written forms.</p>	2

<p><i>targeted academic support</i></p>	<p>Clicker and IDL reduce literacy barriers for Pupil Premium pupils by providing targeted, structured and accessible support for reading, writing and spoken language. Together, they enable pupils to access learning, build confidence and develop independence.</p> <p>Together, Clicker and IDL:</p> <ul style="list-style-type: none"> • Remove barriers to literacy • Improve confidence and engagement • Support access to the wider curriculum • Promote independent learning and self-reliance 	
---	--	--

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

Budgeted cost: £7591

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Ensure children have access to a full range of curriculum activities</i></p>	<p>Research from the Education Endowment Foundation (EEF) shows that disadvantaged pupils are less likely to access enrichment opportunities outside of school due to financial barriers.</p> <p>Removing cost barriers to trips, clubs and residential experiences increases engagement, motivation and sense of belonging, which can have a positive knock-on effect on attendance, behaviour and academic outcomes.</p> <p>We provide a self maintained uniform shed to support equal access to uniform and sports kits which goes a long way to support inclusion and reduces stigma, promoting positive wellbeing and participation</p> <p><i>(EEF – Social and Emotional Learning; Behaviour Interventions).</i></p>	<p>1, 2, 3, 4</p>

<p>Provide children with the skills to be ready to learn, including emotional wellbeing support and access to a Mental Health Champion</p>	<p>EEF evidence indicates that social and emotional skills are strongly linked to academic attainment. Disadvantaged pupils are more likely to experience difficulties with emotional regulation and resilience, which can impact behaviour, attendance and learning readiness.</p> <p>Targeted pastoral and therapeutic interventions, alongside access to trained mental health support, help pupils develop self-regulation, resilience and positive learning behaviours, leading to improved engagement and reduced behavioural incidents</p> <p><i>(EEF – Social and Emotional Learning; Metacognition and Self-Regulation).</i></p>	<p>1, 2, 3, 4</p>
<p>Provide access to extra-curricular and physical activity clubs</p>	<p>EEF research highlights the benefits of physical activity on wellbeing, behaviour and cognitive engagement. Disadvantaged pupils are less likely to access sports and enrichment outside school due to cost and availability. Providing free, varied extra-curricular opportunities improves physical and emotional wellbeing, builds self-confidence and supports positive peer relationships, which contribute to improved behaviour and engagement in learning <i>(EEF – Physical Activity)</i>.</p>	<p>4</p>

Total budgeted cost: £ 41281

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year. We assessed impact using: national tests (where applicable), internal summative and formative assessment, and school data/observations linked to attendance, behaviour and wellbeing.

Academic performance (linked to Part A Challenges and Intended Outcomes):

Challenge 2 (Reading, Oracy and Writing)

Reading was the stronger area in statutory outcomes, with 63% (5/8) of disadvantaged pupils meeting the expected standard at KS2 reading. Internal tracking also indicates improvement in Year 6 disadvantaged reading from 38% (Autumn 2024) to 86% (Autumn 2025), supporting progress towards our Intended Outcomes for improved fluency and comprehension. Writing remains weaker, with 38% (3/8) meeting the expected standard at KS2 writing, indicating we are not yet consistently meeting our Intended Outcomes for writing quality and stamina.

Challenge 1 (Mathematics)

Outcomes in KS2 maths were lowest, with 25% (2/8) of disadvantaged pupils meeting the expected standard, indicating we are not yet on track to consistently achieve our Intended Outcomes relating to narrowing gaps and securing fluency/depth.

Challenge 2 (phonics/early reading) and Challenge 1 (fluency):

In other national measures, 67% (2/3) of disadvantaged pupils passed the phonics screening check.

For the Year 4 multiplication check, both disadvantaged pupils achieved 23/25, indicating stronger fluency for this small cohort.

Across the disadvantaged cohort (24 pupils under the disadvantaged umbrella in 2024/25), internal “on track to achieve ARE” data showed:

- Reading 46%,
- Writing 25%,
- Maths 58%,
- SPaG 33%

Reinforcing that writing and SPaG require further acceleration alongside maths reasoning and application.

Wider outcomes (linked to Part A Challenges 3 and 4):

- **Challenge 3 (Social, emotional wellbeing and learning behaviours)**

Behaviour was stable with 1 day of suspension recorded, and safeguarding/pastoral systems continued to support pupils where required.

Challenge 3 (Attendance)

Whole-school attendance was **97.1%** and persistent absence **7%**, indicating that attendance is a relative strength overall (while recognising that a small number of pupils with additional needs require ongoing targeted work).

Challenge 4 (Access to enrichment)

Funding enabled disadvantaged pupils to access the full range of curriculum experiences (including trips, clubs and wider opportunities), ensuring participation was not limited by cost.

Are we on target to achieve the Intended Outcomes (Part A)

The 2024–2025 outcomes indicate that we are stronger in reading (Challenge 2) than in writing and mathematics (Challenges 1 and 2), and that we need to accelerate attainment (not just progress) in maths and writing to meet the Intended Outcomes by the end of the current strategy period. Monitoring has been strengthened by ensuring all pupil premium pupils are included in pupil progress meeting notes so that impact can be tracked and actions adjusted.

What is working well / what needs refining (based on this review):

Working well

Reading and phonics support (Challenge 2), and whole-school attendance systems (Challenge 3).

Needs refining

The consistency of writing outcomes (Challenge 2) and maths attainment (Challenge 1), with sharper focus on pupils reaching age-related expectations.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programmes

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a