

Pupil premium strategy statement – Ashbrook School

2024-2027 (3 year plan)

This statement details our school's use of pupil premium (and recovery 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	168
Proportion (%) of pupil premium eligible pupils	14% <sign. reduction
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	2024-2025 2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jamie Ainscow
Pupil premium lead	Jamie Ainscow
Governor / Trustee lead	Garry Beardworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,640
Recovery premium funding allocation this academic year	£2,900
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£26,640

Part A: Pupil premium strategy plan 2024-2027

Statement of intent

- *To have high aspirations and ambitions for our children and believe that no child should left behind.*
- *To narrow the gaps in phonics, reading, writing and maths. These are the core elements that underpin access and success across the wider curriculum.*
- *To ensure that children have access to broader life experiences where gaps have been identified.*
- *To champion child-specific talents, skills and interests.*
- *Reduce barriers to learning and to support children to make accelerated progress.*
- *Through data analysis school leaders focus on the specific, targeted next steps for individual pupils.*
- *Common barriers for pupils have been identified as having less support at home, weak language and communication skills, lack of confidence, more frequent behavioural difficulties and attendance and punctuality issues. The challenges are varied, and we recognise that there is 'no one size fits all'.*

Challenges

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

Challenge number	Detail of challenge
1	Low attendance and persistent absenteeism of PP/disadvantaged children.
2	Impact of the Covid-19 pandemic on lost learning time resulting in low attainment and slow progress rather. Pupils have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
3	Social, emotional and mental health and physical wellbeing of children and wider family
4	Pupils have limited experiences beyond their home life and immediate community.
5	Poverty during period of cost-of-living challenges.

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
Pupils (pupil premium) have good attendance so that they can be in school, settled and ready to learn.	Pupil premium attendance is broadly in line with other pupils. Attendance above 96%. Monitoring of attendance by safeguarding team brings about an increase in PP pupils' attendance and a decrease in persistent absence.
Improved outcomes for PP in reading and writing.	Read Write Inc. programme is delivered with targeted support for next steps. Phonics lead is aware of pupil premium children has monitored attainment and progress throughout the year. Analysis of interventions and tutoring shows that there has been a positive impact on learning with accelerated progress.
Parents are increasingly engaged.	100% of parents of PP children attend workshops, support meetings, SEND meetings and parents evenings. Pupil and parent surveys will show that parents of pupil premium children feel supported and additional barriers have been alleviated where possible. Pastoral lead, SENDCO, safeguarding team and SLT support families and children to reduce barriers to learning.
Pupils with social, emotional and wellbeing (including mental health) needs and significant barriers are more settled and engaged with school	Identified children are invited to nurture groups, protected behaviours, calm starts/nurture breakfast, Lego therapy and other sessions with support staff. Nurture sessions have positively impacted wellbeing scores over time.
Broad experiences for individual pupils have been explored including a range of extracurricular activities for pupils to try.	Pupil premium children will be offered spaces and access to clubs or music tuition and other enrichment opportunities to widen their experiences and develop their cultural capital. Teachers and support staff will plan a wide range of visits, special days/events and experiences to enhance learning and make it memorable. Each year group will spend allocated funding on providing 'inspire' days which excite and enthuse children to learn across all subjects.
Pastoral lead is key link person in supporting with meeting needs during a period of challenge for families (cost of living crisis).	Pastoral lead, SENDCO, safeguarding team and SLT support families and children to reduce barriers to learning.

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: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocation of funds towards CPD for teachers and support staff. Impact of CPD to be recorded and monitored with direct links made to progress teaching targets and performance management.	Quality of education at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catchup – see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback Attachment https://www.psychologistworld.com/developmental/attachment-theory	2, 3
Intervention support staff member	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2, 4

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

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted, structured interventions to children across whole school using recovery funding and Pupil premium funding.	Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	2, 3

Interventions to be monitored and evaluated by phase leads and pastoral lead. Interventions to be carried out by experienced teachers. Teachers to provide one-to-one after school tuition (booster sessions) to targeted pupils after end of Autumn assessments.	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Law et al Early Language Development_final.pdf?v=1667216985	
Physically active lunch times set up with play lead to engage children in daily active games.	https://www.consortiumeducation.com/classroom-ideas/active-lunchtimes	3, 4

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offer of free piece of school uniform. [Using recycling scheme].		
Attendance panels and increased engagement and reward for parents	DSL/Pastoral lead working alongside families https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence	1, 3
Nurture welcome in the morning, bubble Mondays,	https://www.education-ni.gov.uk/articles/nurture-provision-primary-schools	1, 3, 4

nurture breakfasts, calm start	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413529/Supporting children with challenging behaviour through a nurture group approach.pdf	
Release time for SEN leader and family support worker to support families with high need SEN and Pupil Premium children. Pastoral lead/SENCo and Headteacher identify and support families and children and work to alleviate barriers to learning.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	2, 3
Vulnerable children to be highlighted and supported through Nurture sessions, positive play sessions, and Lego Therapy sessions. All PP children are provided with a uniform voucher to alleviate any potential financial barrier to children attending school.	https://www.education-ni.gov.uk/articles/nurture-provision-primary-schools	2, 3, 4
All children in school to be given opportunity to participate in	Provision of a range of initiatives to extend children's experiences see www. Gov.uk/publications/the-pupilpremium-how-schools-are-spendingthe funding-successfully . Education Endowment Trust Toolkit	4

activities which enhance and broaden the curriculum and their learning experiences. This will be achieved through funding for each year group to plan enriching experiences and activities, after school club funding for pupil premium children or musical tuition/ groups. Subsidised school trips.		
Pastoral lead/Attendance Officer and Safeguarding team to ensure that parents are made aware of expected attendance levels when they fall below 90%. - Partnership working with EWO re pupils <90%. Increased rewards for improving and good attendance.	Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see www. Gov.uk/publications/the-pupilpremium-how-schools-are-spendingthe funding-successfully.	1

Total budgeted cost: £28,000

Part B: Review of the previous academic year (2024-25)

Outcomes for disadvantaged pupils

Breakfast club was offered to children to support children and parents.

Impact:

- Confidence coming into school independently
- Wellbeing improved – measured through the wellbeing scales (data collected)
- Improved attendance and punctuality

20-day challenge. Children on PP register had this challenge. The focus was on something small and manageable (i.e. reading daily, common exception word interventions, handwriting, etc).

Impact:

- Regular reading, creating positive habits
- Self-esteem boosted

Interventions (tutoring opportunities). Reading, writing, maths.

Impact:

- Improved maths skills and progress
- Pre-teaching and consolidation opportunities.

After school club – priority places.

Impact:

- Developing positive relationships with peers
- Developing trusted relationships between child and adult
- Opportunities to regulate their emotional wellbeing ahead of joining the class
- Reduction in stress and anxiety for child and parent

Extra-curricular opportunities

- Subsidised drumming tuition
- Swimming lessons
- Trips and visits subsidised/free - farm, zoo, theatre.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.