

Pupil premium strategy statement

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 (2025-2026) and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ashford Hill Primary School
Number of pupils in school	129
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	Nov 2025 Published
Date on which it will be reviewed	December 2028
Statement authorised by	Kirsty Kingham
Pupil premium lead	Kirsty Kingham
Governor / Trustee lead	Pana Rawal

Funding overview

Detail (2024-2025)	Amount
Pupil premium funding allocation this academic year	£ 26,385
Recovery premium funding allocation this academic year	£ 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	£ 26,385

Part A: Pupil premium strategy plan

Statement of intent

At Ashford Hill Primary School, we believe that ALL pupils, irrespective of their background or the challenges they face, should make good progress and achieve high attainment across all subject areas. All members of staff accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a nurturing environment. Every child in our care, including a child who is considered to be 'socially disadvantaged', is valued, respected and entitled to develop to their full potential, irrespective of need. We intend that each child will develop a love for learning and acquire skills and abilities to support them in reaching their full potential and to be successful in life.

In order to provide the best support to our children, we will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality learning and teaching is at the heart of our approach. Our curriculum at Ashford Hill Primary is ambitious, broad and balanced and delivers challenging learning opportunities purposefully and in context. These opportunities are enhanced by relevant curriculum enrichment in the form of school trips and other experiences.

Funding from the Pupil Premium Grant supports learning and teaching support, enrichment and well-being for our socially disadvantaged pupils.

To ensure that our strategies for supporting and nurturing disadvantaged pupils 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	Securing a positive sense of self to feel equitable with peers and therefore be equitably successful
2	Low entry levels and confidence with reading, spelling and writing
3	Low entry level and confidence with mathematics
4	Social and emotional developmental needs.
5	Accessing enrichment activities, opportunities and resources.

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 do not feel disadvantaged because of their socio-economic status	Through monitoring, pupils are aware that they are entitled to the same education as their non-disadvantaged peers and that are empowered to feel equal to them both academically and socially. Disadvantaged pupils have high aspirations for their future.
High quality learning and teaching further close the disadvantage gap in reading, writing and maths so that disadvantaged pupils achieve in line with non-disadvantaged peers	Disadvantaged pupils achieve the same level of attainment as their non-disadvantaged peers and make accelerated progress from their starting points. High attaining disadvantaged pupils achieve highly and in line with their non-disadvantaged, highly achieving peers.
Pupils have access to a high quality, rich and ambitious curriculum that gives them opportunities to gain cultural capital through enrichment activities and opportunities	Disadvantaged children learn with their peers and have access to the same curriculum as their classmates. The attainment gap between disadvantaged and non-disadvantaged pupils reduces.

	<p>Disadvantaged children are given opportunities to attend all extra-curricular clubs and enrichment activities at a subsidised rate.</p>
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 15,015

Activity	Evidence that supports this approach	Challenge number(s) addressed
- <i>Phonics Leader Release time for LSA coaching of reading intervention to ensure high quality and consistent delivery of intervention</i>	Supporting high quality teaching is pivotal in improving children's outcomes. Research shows that high quality teaching can narrow the disadvantage gap Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1,2
<i>NCETM Mastering Number Training for KS2 Teaching for Mastery training and resouces embedded within curriculum and pedagogy within classrooms Release time for teachers for training and resources</i>	Evidence shows that mastery teaching and high expectations supports disadvantaged children to secure the same outcomes as their peers. Evidence suggests that small stepped teaching in the early years as a whole class decreased the attainment gap between disadvantaged children and their peers. Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)	1,3
<i>Staffing for year group for the year to teach mathematics in single year groups in order to support training and implementation/embeddi ng of teaching for and planning for maths mastery for all teaching staff.</i>	Evidence shows that mastery teaching and high expectations supports disadvantaged children to secure the same outcomes as their peers. Evidence suggests that small stepped teaching in the early years as a whole class decreased the attainment gap between disadvantaged children and their peers. Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)	1,3,5
- <i>Embedding of Accelerated reader so that all children are able to choose appropriate texts that support the progress of their independent learning and that can</i>	Evidence shows that mastery teaching and high expectations supports disadvantaged children to secure the same outcomes as their peers. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf	1,2,4,5

<i>be engaged with independently therefore,</i>		
<i>Embedding of Master Readers for KS2 and Y2. Whole class focussed guided reading mastery programme to enrich vocabulary, comprehension and cultural capital of all students therefore enabling all students to secure age related expectations by the end of a key stage.</i>	Evidence shows that mastery teaching and high expectations supports disadvantaged children to secure the same outcomes as their peers. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf	1,2,4,5

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

Budgeted cost: £ 8,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>RWI fast track tutoring – Read Write Inc training for intervention teacher</i>	Evidence shows that access to high quality resources intervention and language intervention have a high impact on attainment and progress in reading for all children Phonics EEF (educationendowmentfoundation.org.uk)	1,2
<i>Intervention support for Maths Fluency to support teaching for mastery (training and allocated time) – weekly small group sessions for targeted children – Assessment and resources included</i>	Evidence shows that mastery teaching and high expectations supports disadvantaged children to secure the same outcomes as their peers. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf	1,2

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

Budgeted cost: £ 2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Breakfast Club – Disadvantaged children</i>	Evidence shows that providing a healthy school breakfast will contribute to positive learning behaviours, improved concentration and improved wellbeing and behaviour National school breakfast club programme - GOV.UK (www.gov.uk)	1,4
<i>Financial support for all Free School Meal children to be available to engage in school trips and visits. Opportunities for all children despite their background</i>		1,4,5

Total budgeted cost: £ 26,370

Part B: Review of outcomes in the previous academic year (2024-2025 Cycle)

Teaching (for example, CPD, recruitment and retention)

Activity	Impact
<p><i>Walkthru Project with Tom Sherrington</i></p> <ul style="list-style-type: none"> - CPD access to the Walkthru programme online - Embedding of the Ashford Hill Cluster – training and coaching model 	<p>Ashford Hill Cluster Implemented</p> <p>High expectations of behaviour and cues implemented within classrooms leading to calmer and strong routine environment. Monitoring and pupil voice has shown this.</p> <p>July Incyte report explains that all children (including disadvantaged) children felt safe in school and behaviour was good.</p> <p>Teacher classroom material presented in a way not to overload cognitive load – leading to more ability to teach for mastery with all children.</p> <p>Positive Reinforcement has had a positive impact upon children including attendance rates - 97% end of year and PA hit school target in school improvement plan.</p>
<p><i>Phonics Leader Release time for LSA coaching of reading intervention to ensure high quality and consistent delivery of intervention</i></p>	<p>Year 1 Phonics screening 2025– 100% Pass</p> <p>Year 2 Phonics results 2025 – 100% Pass</p> <p>100% of PP children achieved phonics</p>
<p><i>NCETM Mastering Number Training for KS1 and EYFS teams</i></p> <p><i>Release time for teachers for training</i></p>	<p>75% of Pupil premium children achieved at least age related in maths</p> <p>100% of new at Year R (homegrown) pupil premium children achieved GDS in mathematics</p> <p>100% GLD in mathematics</p>

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

Activity	Impact
<i>RWI fast track tutoring – Read Write Inc training for intervention teacher</i>	Year 1 Phonics screening 2025– 100% Pass Year 2 Phonics results 2025 – 100% Pass 100% of Pupil Premium children in KS1 passed Phonics Screening
<i>Mental Health Training completed by all LSA team</i>	Persistent absentees of PP children improved attendance
<i>Intervention teacher (HLTA) for Fast track tutoring (RWI)– Equivalent of 1 day per week</i>	Year 1 Phonics screening 2025– 100% Pass Year 2 Phonics results 2025 – 100% Pass 100% of Pupil Premium children in KS1 passed Phonics Screening 100% of Pupil Premium children gained KS2 Reading

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

Activity	Impact
<i>Breakfast Club – Disadvantaged children</i>	PP children who attended this club were able to settle quickly into their learning opposed to when they had not attended the club. Attendance and wellbeing of these children in school improved leading to better performance in class.
<i>Subsidising school visits to improve cultural capital of disadvantaged children</i>	100% of pupil premium children attended enrichment curriculum visits (in school hours)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Statutory Assessment	Outcomes for Disadvantaged Children				
EYFS - Good Level of Development		Ashford Hill Primary School 2025	Nationally 2024		
	% of children who attained GLD	100%	68%		
Phonics Screening Y1		Ashford Hill Primary School 2025	Nationally 2024		
Phonics Screening Y2	Year 1 - % of children meeting threshold	100%	80%		
	Year 2 - % of children meeting threshold	100%	89%		
KS1 Reading, writing and maths	KS1 2024-2025	Ashford Hill Primary School 2025		Nationally 2024	
		Age Related Expectations	Working above Age Related Expectations	Age Related Expectations	
	Reading	83%	33%	71%	
	Writing	83%	17%	62%	
Maths	100%	39%	71%		
KS2 RWM	KS2 2024-2025	Ashford Hill Primary School			Nationally 2024
		Age Related Expectations	Working above Age Related Expectations	Average Scaled Score	Age Related Expectations and Above
	Reading	93%	53%	110	74%
	Writing	93%	40%	n/a	72%
	Maths	100%	40%	108	73%
	Grammar, Punctuation and Spelling	87%	47%	109	72%
Combined Reading Writing and Maths	87%	27%	N/A	61%	

Externally provided programmes

Programme	Provider
Read Write Inc	Read Write Inc
Walkthru Project with Tom Sherrington	Bright Horizons
NCETM Mastering Number Programme	NCETM and NEHS Maths Hub
Accelerated Reader	Master Readers Guided Reading

Service pupil premium funding (optional)

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

Further information (optional)

N/A