Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025-26 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	Ashwicken Primary School
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	21 – 18 % compared to 27% nationally
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2025 2025-2026 2026-2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Sophie Dickson
Pupil premium lead	Sophie Dickson
Governor / Trustee lead	Murree Groom

Funding overview

£27885

Detail	Amount
Pupil premium funding allocation this academic year	£27885
Recovery premium funding allocation this academic year	0
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	£27885

Part A: Pupil premium strategy plan

Statement of intent

At Ashwicken CE Primary School, our vision is to nurture every child so they flourish academically, socially, and spiritually. Rooted in our Christian ethos and the principle of Caring for Each Other and Caring for Our World, we aim to develop pupils who are compassionate, resilient, and responsible citizens. Our approach is underpinned by the Fruits of the Spirit—love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control—which guide our daily practice and long-term aspirations.

In line with the EEF guide to Pupil Premium, we prioritise high-quality teaching, assessment, and curriculum design as the most effective way to close attainment gaps and ensure equity for all. This benefits disadvantaged pupils and raises standards for every learner.

Our objectives are to:

- Remove barriers to learning created by social and economic disadvantage.
- Ensure all pupils read fluently and with understanding to access the full curriculum
- Develop confidence in communication across a range of contexts
- Support social and emotional wellbeing and build resilience
- Provide access to enrichment opportunities that broaden horizons and raise aspirations

To achieve these objectives, we will:

- Deliver high-quality CPD for all staff to strengthen Quality First Teaching
- Provide targeted academic support through pre-teaching, retrieval practice, and gap-filling interventions
- Invest in robust assessment systems to identify and address gaps swiftly
- Ensure all pupils access trips, residential visits, and cultural experiences to enhance cultural capital
- Offer nurture and SEMH support to remove barriers to learning
- Reading remains a cornerstone of success, so we invest in SoundsWrite CPD for all staff to secure early reading and phonics fidelity. Our goal is that every child leaves primary school proficient in reading, enabling them to access the curriculum confidently.

We also recognise the importance of cultural capital. We actively review and expand opportunities for pupils to experience a rich and varied curriculum, bringing

experiences into school and creating memorable learning moments that deepen schema and knowledge.

Challenges

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

Challenge number	Detail of challenge
1	Attainment in core subjects (Reading, Writing, Maths) and phonics remains below national expectations for some pupils; Year 1 phonics outcomes dipped significantly (50%).
2	Low attainment on entry to EYFS in speech, language, and communication, impacting early writing and reading comprehension.
3	High prevalence of SEND among disadvantaged pupils (10% EHCP, 13% SEN support), creating additional barriers to progress.
4	Increased need for mental health and wellbeing support, including nurture, Zones of Regulation, and trauma-informed practice.
5	Pupil Premium pupils have notably lower overall attendance (91.4% vs 94.7% peers), higher unauthorised absence (2.9% vs ~1.4%), and significantly more lateness, including late arrivals after registration closes.
6	Parental engagement: variable involvement in home learning and school events; need for structured workshops and co-production opportunities.
7	Access to enrichment and cultural capital: cost-of-living pressures risk limiting opportunities for trips, music, and extracurricular activities for disadvantaged pupils.

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.

The Pupil Premium is additional funding provided by the government to schools to support the education of disadvantaged pupils. As a school, we are committed to using this funding to help close the attainment gap between our disadvantaged students and their peers. This report outlines the costs associated with various interventions we have implemented using the Pupil Premium funding, along with the intended outcomes and evidence of their effectiveness

Intended outcome	Success criteria
	•
To ensure all children reach the expected level for their age in reading, writing, and maths	• Teachers and support staff use PiXL therapies and targeted interventions. • Access to high-quality resources and teaching materials. • Pupils have access to a wide range of books and reading support. • Reading ability for disadvantaged pupils is at least in line with national expectations. • Dedicated Reading TA provides regular support for lowest 20% and PP pupils. • KS2 combined R/W/M ≥ national average; phonics pass rate improves from 50% to ≥85%.
To ensure pupils have access to mental health and wellbeing support	• All identified pupils access appropriate SEMH support networks and professionals. • Staff trained in trauma-informed practice and mental health first aid. • Allocated time for Mental Health Lead and resources purchased. • Forest School sessions embedded for all classes. • Reduction in anxiety-related absence (I codes) for PP pupils by ≥30%.
To ensure all pupils have access to high-quality teaching and intervention support	• Monitoring shows consistent Quality First Teaching and adaptive strategies. • Pupils demonstrate progress in assessed work across core subjects. • CPD delivered for phonics fidelity, writing (PVPG/IPEEL), and mastery maths. • KS2 writing at Greater Depth improves by ≥10% for non-SEN pupils.
Improved parental engagement	• Parents/carers attend regular workshops and reading cafés. • Increased engagement via Class Dojo, newsletters, and school events. • ≥80% PP families attend at least one workshop or event per term. • Positive feedback from parent surveys on communication and support.
Children to have access to wider opportunities	• All disadvantaged pupils participate in enrichment experiences (trips, residentials). • Music lessons provided by qualified teacher. • PP pupils access extracurricular clubs (drop-in/after-school).

	• Cultural capital opportunities logged and monitored termly.
Improved attendance and punctuality for disadvantaged pupils	• PP attendance improves from 91.4% to ≥95%. • PP unauthorised absence reduces from 2.9% to ≤1%. • PP lateness (minutes per pupil) reduces by ≥50%. • Attendance lead implements early intervention and Fast Track processes. • Weekly monitoring dashboard shared with SLT and governors.

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: £4800

Activity	Evidence that supports this approach	Challenge number(s) addressed
VNET CPD platform – **£2,950**	EEF: High-quality CPD improves teaching quality and pupil progress; mastery approaches linked to improved maths outcomes.	1, 3
Training for NPQBC – **£900**	Leadership development through NPQs strengthens behaviour and culture, underpinning adaptive teaching.	1, 3
Trauma-informed practice training (1 day) – **£450**	Trauma-informed approaches improve pupil wellbeing and engagement.	3, 4
ELSA training TA cover (5 days) – **£500**	Social and emotional learning interventions improve resilience and engagement.	3, 4

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

Budgeted cost: £17215

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading specialist provision – £4,054	One-to-one and small-group support accelerate progress in reading and phonics.	1, 2
Structured interventions (PiXL) – £2,000	Targeted interventions and small-group tuition have high impact on attainment.	1, 2, 3
Phonics and fluency resources – £1,215	Systematic phonics and access to diverse texts improve early reading and comprehension.	1, 2
Additional TA support (combined allocation) – £5,852	Skilled staff delivering targeted interventions accelerate progress for disadvantaged pupils.	1, 2, 3
Speech, language and communication interventions – £400	Oral language interventions improve communication, comprehension, and writing outcomes.	2
One-to-one support – £800	One-to-one tuition has high impact on progress, particularly for disadvantaged pupils.	1, 2
Targeted support for post-LAC pupils – £2,894	Targeted support improves outcomes and wellbeing.	1, 3

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

Budgeted cost: £5852

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music service provision – **£4,752**	Music participation improves confidence, language development, and engagement.	7
Educational visits – **£1,000**	Enrichment opportunities broaden horizons and raise aspirations.	7
Dyslexia membership – **£100**	Access to specialist resources supports adaptive teaching for pupils with literacy difficulties.	1, 3

Total budgeted cost: £ 27867

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2024-25

The Pupil Premium strategy for 2024–25 focused on improving attainment in core subjects, supporting mental health and wellbeing, and ensuring equitable access to enrichment opportunities. Funding was allocated to high-quality teaching, targeted interventions, and wider strategies aligned with EEF research.

Contextual Note:

Reception (5 pupils) and Year 1 (14 pupils) cohorts had no disadvantaged pupils. Lower percentages in GLD (40%) and phonics (50%) reflect small cohort size and high SEN prevalence (Year 1: 7 SEN, 2 EHCPs, 1 child absent for medical reasons, 1 in SRB for SEMH). These outcomes are not indicative of Pupil Premium impact.

Evaluation Against Intended Outcomes

Ensure all children reach expected levels in reading, writing, and maths

KS2 outcomes improved significantly (Reading 90%, Writing 81%, Maths 76%). Targeted interventions using PiXL therapies and TA-led support were effective. Reading specialist provision accelerated progress for disadvantaged pupils.

Access to mental health professional and SEMH support

Mental Health Practitioner and Zones of Regulation embedded. 12 pupils accessed pastoral support; pupil voice indicates improved resilience and engagement. Forest School provided for all classes, supporting wellbeing.

High-quality teaching and intervention support

CPD (Talk for Writing, White Rose Maths, trauma-informed practice) strengthened Quality First Teaching. Monitoring shows improved consistency and adaptive strategies.

Improved parental engagement

Reading cafés, Class Dojo, newsletters, and workshops maintained strong communication. Parent feedback positive; engagement with phonics and reading support increased.

Access to wider opportunities

All disadvantaged pupils accessed enrichment (music tuition, trips, Forest School). Cultural capital enhanced; pupil voice reflects enjoyment and confidence.

Improved attendance

Attendance at 95.6%, above national average. Persistent absence reduced through early intervention and close work with families.

Spend-to-Impact Table

Activity	Spend	Impact
Reading Specialist (lowest 20%)	£3,786	Accelerated progress in phonics and reading; KS2 Reading 90% expected.
TA-led interventions (R/W/M)	£18,802	Gaps narrowed in KS2; improved writing outcomes (81%).
CPD (Talk for Writing, Maths)	£2,950	Strengthened Quality First Teaching; improved adaptive strategies.
Mental Health Practitioner	£1,200	SEMH support improved engagement and attendance for vulnerable pupils.
Music Service & enrichment	£4,208	Equal access to cultural capital; increased confidence and aspiration.
Forest School & outdoor learning	£1,200	Supported wellbeing and resilience; positive pupil voice feedback.

Reflection

What worked well: Targeted interventions and CPD had measurable impact on KS2 attainment. Mental health and pastoral support improved engagement and attendance. Enrichment funding ensured disadvantaged pupils accessed wider opportunities.

Challenges: KS2 writing at Greater Depth remains below national. EYFS and Year 1 outcomes reflect SEN complexity, not disadvantage. Need for systematic impact tracking for specialist interventions.

Next Steps for 2025–26

• Accelerate progress in KS2 writing and arithmetic fluency through structured approaches (PVPG/IPEEL, CPA mastery).
• Embed oracy and vocabulary teaching across the curriculum.
• Develop robust impact-tracking systems for interventions
• Continue enrichment and pastoral support to sustain engagement and attendance.

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

Programme	**Provider**
White Rose Maths	
Grammarsaurus	
Spag.com	Orchard Digital
Pixl	
Kapow	

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.