



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 - 2027 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	Ash Grove Academy
Number of pupils in school	(current numbers of children 2024 - 2025) Nursery – 40 Reception – Year 6 - 190
Proportion (%) of pupil premium eligible pupils	75 children (current numbers of children 2024 - 2025)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	1 September 2024
Date on which it will be reviewed	September 2027
Statement authorised by	Charlotte Clowes (Assistant CEO)
Pupil premium lead	Sally Veale (Principal)
Governor / Trustee lead	Katie Siddall (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99 390

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. Historically, there has not been a disadvantage gap within the cohort at Ash Grove until the disruption of Covid 19 and subsequent lockdowns. Although the gap in academic attainment between children identified as Pupil Premium at Ash Grove Academy and others has narrowed, some gaps remain in key stage 1.

Our intent for the next academic year is to close the gap completely between those children identified as pupil premium and others. In order to achieve this, we will deliver a comprehensive programme of evidence informed interventions specifically for reading with a focus on oracy, phonics and early reading. We will ensure rigour in same day timely interventions for mathematics.

In addition, we will ensure we continue to use our comprehensive pathway of referral and programme of SEMH interventions and teaching strategies in place to address the universal wellbeing needs of all pupils but specifically those identified with acute social, emotional and mental health needs which have become barriers to the learning and learning behaviours.

We will continue to deliver through quality first teaching a comprehensive programme of vocabulary and language development.

Finally, we will ensure that no child is disadvantaged through a narrowing of our curriculum intent. The Ash Grove curriculum, as comprehensively outlined on our website, will be implemented effectively to address the needs of our children.

Challenges

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

Challenge number	Detail of challenge
1	Attainment gaps in reading and writing at the expected standard in Key Stage 1 and Lower Key Stage 2 due to low starting points and gaps in children's communication and language development.
2	Raising academic attainment in all year groups at greater depth in reading, writing and maths.
3	Although fully embedded, we continue to reflect on and refine the wider curriculum and assessment to ensure its relevance and check that children are knowing more and remembering more.
4	Speech, language and communication needs continue to be affect a large number of children, especially in EYFS and key stage 1.
5	The SEMH needs of a significant number of children continue to be a barrier to academic attainment.

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
<p>The attainment of disadvantaged pupils will be in line with other groups of children.</p>	<p>Summative and formative diagnostic assessments will indicate attainment at year group expectations and at greater depth for reading, writing and maths.</p>
	<p>Evidence informed interventions will be implemented and will address gaps in identified year groups and diagnostic assessment tool will track attainment and progress.</p>
<p>The cultural capital deficit will continue to be addressed through the progression model of the Ash Grove curriculum.</p>	<p>Quality first teaching will deliver the entire Ash Grove curriculum. Self –regulation and metacognition strategies with a focus on retrieval will measure what children know and what they can remember.</p> <p>We will continue to design trips and experiences which complement our curriculum offer at Ash Grove.</p>
<p>Speech, Language and Communication needs will not limit pupils’ capacity to meet their expected levels of academic attainment.</p>	<p>The speech, language and communication needs of identified pupils will be addressed through diagnostic assessment on entry and through referral channels for appropriate targeted support throughout the academic year and progress will be closely monitored.</p> <p>The Ash Grove vocabulary development programme will be delivered in its entirety throughout the academic year and explicit retrieval practices will measure progress.</p> <p>School will focus on developing a rigorous and structured approach towards Oracy – learning to talk and learning through talk, and Fluency.</p>

Intended outcome	Success criteria
<p>Diagnostically identified social, mental health needs will be addressed in accordance with a continuum of need and a formal pathway for referral. Quality first teaching of the PSHE curriculum and personal development provision will impact universally on positive self-esteem and healthy relationships.</p>	<p>Attendance will remain a focus for all pupils including PP pupils. The SEMH enhanced provision and ELSA programme along with diagnostic profiling will evidence progress. A systematic pathway referral programme will mean children will receive the support they require from multi- agencies. The impact of the progression model of the Ash Grove PSHE curriculum and personal development programme including the UNICEF Rights Respecting Schools Award will be evidenced in curriculum monitoring including pupil voice.</p>

Activity in this academic year 2024 - 2025

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

Nursery EYFS

Activity	Evidence	Challenge Number
Speech, Language and Communication Interventions – diagnostic assessment on entry interventions to address need. Structured delivery of language acquisition. Engagement with high quality texts <i>Book start, lending library, Stay and Play</i>	Evidence of diagnostic assessment to elicit need. Structured support working with identified children with speech, language and communication needs. Timely referrals to appropriate specialist support. Book start, lending library, Stay and Play	4
Fidelity and CPD aligned with statutory and recommended framework documents to ensure high quality interactions and delivery of a progressive curriculum which feeds into the Ash Grove curriculum.	EEF Early Years Teaching Toolkit Strong Foundations in the First Years of School OFSTED 2024	
Engagement with Mastering the Curriculum: Small step progression and links to the EYFS curriculum statements and outcomes.	Master the Curriculum (Maths curriculum for nursery)	

Reception EYFS – Year 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement with Mastering Number across all key stages and support from the Trust's Maths Lead.	National Centre for the Excellence in the Teaching of Mathematics research and recommendations.	1 2

	EEF Guidance Report on Teaching Mathematics in the early years, KS1 and KS2 and 3.	
Implement and engage with The Aspire Assessment model and question level analysis to ensure rigorous and accurate assessment in maths in order that we find gaps in children's learning and fill gaps in learning.	<p>QLA Aspire documents</p> <p>NCETM engagement</p> <p>EEF Guidance Report on Teaching Mathematics in the early years, KS1 and KS2 and 3.</p>	<p>1</p> <p>2</p>
Embed whole school plan for reading including effective implementation of the Little Wandle SSP, increased parental engagement, high quality progressive texts, bespoke guided reading for KS2 including fluency.	<p>Ofsted Review of Reading</p> <p>EEF Teaching Toolkit –</p> <p>Parental Engagement EEF Teaching Toolkit – Phonics</p> <p>EEF Toolkit – Reading Comprehension Strategies EEF Guidance Report Parental Engagement</p>	<p>1</p> <p>2</p>
Same Day Timely Maths Interventions led by the class teacher or teaching assistant but planning in accordance with the lesson objective	<p>EEF Guidance Report Improving Mathematics Teaching</p> <p>NCETM Mathematics Recovery Programme</p> <p>EEF Guidance Effective Use of Teaching Assistants.</p> <p>EEF Guidance Report on Teaching Mathematics in the Early Years, KS1 And KS2</p>	<p>1</p> <p>2</p>
Greater Depth writing interventions in Key Stage 2 delivered by skilled English leads	Use of high quality texts and Trust led initiatives alongside a progressive writing curriculum.	2

	<p>EEF Guidance Report Improving Literacy in KS2 SSRD Models for writing including IPEEL</p> <p>EEF Teaching Toolkit</p> <p>Strong Foundations in the First Years of School OFSTED 2024</p>	
<p>SEMH ELSA Enhanced Provision and Programme of Interventions</p>	<p>Emotional Literacy Support Programme</p> <p>EEF Guidance Report on Improving Behaviour in Schools</p> <p>Special Educational Needs in Mainstream Schools (EEF)</p> <p>EEF Guidance Report Improving Social and Emotional Learning in Primary Schools</p>	5
<p>Speech, Language and Communication Interventions – diagnostic assessment on entry interventions to address need.</p> <p>Structured delivery of language acquisition.</p>	<p>Evidence of diagnostic assessment to elicit need. Structured support working with identified children with speech, language and communication needs. Timely referrals to appropriate specialist support.</p>	4

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

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wrap Around Provision for all children aged 2 to 11.	Universal free breakfast club as recommended in EEF Guidance Report Improving Behaviour .	4 and 5
Implementation and evaluation of the effectiveness of the Ash Grove PSHE Curriculum and Personal Development Programme	Ofsted Inspection Framework focus on cultural capital deficit. PSHE Association Ofsted Review of Safeguarding and Sexual Harassment in Schools	5

Activity	Evidence that supports this approach	Challenge number(s) addressed
UNICEF Rights Respecting Schools Award – GOLD	UNICEF Rights Respecting Schools Award Impact Statement https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/impact-of-rrsa/ Ash Grove Pupil Voice	4 and 5

Evaluated Activity from last academic year 2023 - 2024

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Used last year but did not work and will not use this year</p> <p>Some elements worked and others didn't</p> <p>Used last year and worked well, continue to use this year</p> <p>No highlight – new activity/research for 23 / 24</p>		

Staff training on pedagogical development through implementing Rosenshines' 10 Principles.

Focus on explaining and modelling including vocabulary development, scaffolding, dual coding, big picture/small picture and metacognitive talk. (Rosenshine's Principles of Instruction).

1 and 2 and 4

Activity Used last year but did not work and will not use this year Some elements worked and others didn't Used last year and worked well, continue to use this year No highlight – new activity/research for 2023 24	Evidence that supports this approach	Challenge number(s) addressed
Engagement with Mastering Number in EYFS and support from the Trust's Maths Lead.	National Centre for the Excellence in the Teaching of Mathematics research and recommendations. EEF Guidance Report on Teaching Mathematics in the early years, KS1 and KS2 and 3.	1 and 2
Evaluating and refining the impact of a knowledge rich sequential curriculum as a Progression Model through effective system leadership.	Consideration of any relevant new research, for example from the EEF and Ofsted.	3
Whole school plan for reading including effective implementation of the Little Wandle SSP, increased parental engagement, high quality progressive texts, bespoke guided reading for KS2.	Ofsted Review of Reading EEF Teaching Toolkit – Parental Engagement EEF Teaching Toolkit – Phonics EEF Toolkit – Reading Comprehension Strategies EEF Guidance Report Parental Engagement	1 and 2

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

Budgeted cost: £57,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School led Tutoring Programme. Two highly skilled teaching assistants delivering twenty additional hours of interventions per week with a focus on phonics, phonics catch up, early reading and Inference and BRP in KS2.</p>	<p>EEF Teaching Toolkit EEF Guidance Report Improving Literacy in KS1 and KS2 EEF (+4 months) Small Group Tuition Ofsted Review of Reading</p>	<p>1 and 2</p>
<p>Same Day Timely Maths Interventions led by the class teacher or teaching assistant but planning in accordance with the lesson objective</p>	<p>EEF Guidance Report Improving Mathematics Teaching NCETM Mathematics Recovery Programme EEF Guidance Effective Use of Teaching Assistants. EEF Guidance Report on Teaching Mathematics in the Early Years, KS1 And KS2</p>	<p>1 and 2</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision Teaching delivered by all support staff with identified children every afternoon with a focus on fluency in maths and spelling	EEF Teaching Toolkit – 1:1 tuition	1
Greater Depth writing interventions in Key Stage 2 delivered by skilled English leads	Use of high quality texts (Literacy counts and Trust led initiatives) EEF Guidance Report Improving Literacy in KS2 SSRD Models for writing including IPEEL – EEF Teaching Toolkit	2
SEMH ELSA Enhanced Provision and Programme of Interventions	Emotional Literacy Support Programme EEF Guidance Report on Improving Behaviour in Schools Special Educational Needs in Mainstream Schools (EEF)	5
	EEF Guidance Report Improving Social and Emotional Learning in Primary Schools	

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech, Language and Communication Interventions	Specialist trained onsite Speech and Language Therapist – evidence of diagnostic assessment and structured approach working with 25 identified children with speech, language and communication needs.	4

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

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wrap Around Provision for all children aged 2 to 11.	Universal free breakfast club as recommended in EEF Guidance Report Improving Behaviour .	4 and 5
Implementation and evaluation of the effectiveness of the Ash Grove PSHE Curriculum and Personal Development Programme	Ofsted Inspection Framework focus on cultural capital deficit. PSHE Association Ofsted Review of Safeguarding and Sexual Harassment in Schools	5

Activity	Evidence that supports this approach	Challenge number(s) addressed
UNICEF Rights Respecting Schools Award – Silver	UNICEF Rights Respecting Schools Award Impact Statement https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/impact-of-rrsa/ Ash Grove Pupil Voice	4 and 5

Total budgeted cost: £119,000

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 academic year 2023 – 2024.

Teaching Strategies

All teachers continued to engage with the Maths Mastery programme and training from the Trust's Maths Lead to further embed and refine practice. Intent, implementation and impact of the wider curriculum is not secure and this was validated by the OUTSTANDING outcome at OFSTED May 2024. The teaching of early reading and phonics is embedded. Staffs' continued CPD around pedagogical understanding and the cognitive science of learning ensures children know and remember more.

Targeted Support

Targeted support through Expert Teacher small group model showed impact on attainment in SATs.

Targeted use of TA support during Before School Club time to reach lower 20% of readers so impact on other curriculum areas during the school day was minimized.

Targeted use of TAs to support lowest 20% of readers and lowest phonics scoring children in Year 2.

Small bespoke literacy and maths groups across key stage 1 and 2 to support the small step progression of SEND children. All children made expected progress when tracked via Pivats.

Early identification of SEND ensures support is implemented as quickly as possible.

Wider Approaches

The SEMH enhanced provision continues to provide support for identified children, enabling children to access more time within their classes and prevents escalation of behaviours that impinge on academic progress.

More children are receiving support from multi-agencies through the systematic pathway referral programme.

Residential and school trips were reinstated as part of the wider curriculum offer and have impacted positively on children's learning and engagement.

