



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 - 2028 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	228 (35 in nursery)
Proportion (%) of pupil premium eligible pupils	57 children - 28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
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	£96 820
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	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>	£96 820

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 their full potential across all subject areas. We consistently enhance opportunities and experiences to achieve equity for those who are facing disadvantage.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap, and at the same time will benefit all pupils in our school. Implicit in the intended outcomes detailed below is the intention that progress and attainment for non-disadvantaged pupils will be sustained and improved alongside that of their disadvantaged peers.

We will continue to use our comprehensive pathway of referral, alongside our programme of SEMH interventions and teaching strategies, to address the universal wellbeing needs of all pupils, but specifically those identified with acute social, emotional and mental health needs, and particularly when those SEMH needs have become barriers to positive learning behaviours and learning outcomes.

Our approach will be responsive to common challenges and individual needs, and rooted in robust diagnostic assessment rather than assumptions about the impact of disadvantage. This approach will result in pupils securing the necessary knowledge, skills and qualifications to succeed in life, and will equip them for the next stage in their education.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped speech and language on entry and limited oracy skills for disadvantaged pupils.
2	Assessments, observations and discussions with pupils show that reading fluency, phonics and reading mileage are weaker for our disadvantaged children.
3	Assessments, observations and discussions with pupils indicate that basic skills in writing is lower for disadvantaged, including spelling.
4	Assessments, observations and discussions with pupils indicate that our disadvantaged pupils have lower fluency in maths compared to their peers.
5	The SEMH needs of a significant number of disadvantaged children continue to be a barrier to academic attainment.
6	Our attendance data shows improvement for disadvantaged pupils over the last 3 years, but this remains vulnerable and will require continuous monitoring.
7	Our assessments and observations indicate that many of our disadvantaged pupils lack the cultural capital to fully access all aspects of school life successfully.

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
Children's speech and language and oracy skills are in line with or better than age related expectations.	<p>Children will engage fully in teaching and learning and display positive behaviours for learning.</p> <p>Speech and language needs will be addressed.</p> <p>Children will be able to communicate appropriately and fluently with adults and peers.</p> <p>Children will have well-developed oracy skills, both exploratory and presentational, and these will be evident across the curriculum.</p>
<p>Reading is in line with or better than age-related expectations.</p> <p>Children exceed national expectations in Y1 PSC and in end of KS2 test outcomes.</p>	<p>Children's reading will be age-appropriate.</p> <p>Reading will allow them to access the full curriculum.</p> <p>Reading mileage for all children will be age-appropriate.</p> <p>Parental engagement for all children will increase.</p> <p>Strategies to decode texts will be secure.</p> <p>Enjoyment of reading will be evident.</p> <p>Targeted interventions will be in place to close attainment gaps.</p> <p>Y1 Phonics Screening Check scores will be at least in line with data comparisons.</p>
Writing is in line with or better than age-related expectations.	<p>Gaps in skills will have been identified and addressed.</p> <p>Focus will be placed on strong foundations for transcription – handwriting and spellings.</p> <p>Writing curriculum will have been designed to be engaging and inclusive.</p> <p>Punctuation and spellings will be age-appropriate.</p> <p>Pupils will be able to write for a range of purposes.</p>
Maths is in line with or better than age-related expectations.	<p>Gaps in skills will have been identified and addressed.</p> <p>Key number facts will have been learned to automaticity to reduce cognitive load.</p> <p>Maths fluency skills will be age-appropriate.</p> <p>Pupils will be able to apply their maths to a range of contexts more confidently.</p>
Children are able to manage emotions and their wellbeing so that they can fully access the curriculum.	<p>Whole-school trauma-informed approach will be well-embedded.</p> <p>Early identification of children's SEMH needs; targeted and clear actions will have been put in place to support those identified.</p> <p>Targeted interventions will be evidence-based and have measurable impact.</p>

<p>To sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance for all pupils 2025/26.</p>
<p>Children are able to fully access all aspects of the curriculum and school life.</p>	<p>Broad range of wider curriculum and enrichment opportunities will be available. All children, including those who are disadvantaged, will have full access to all wider curriculum and enrichment opportunities.</p>

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 £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to monitor and refine delivery of the Little Wandle SSP Increased parental engagement Use of high quality progressive texts Little Wandle Fluency texts in LKS2 Systematic use of Reading Plus in UKS2 Ongoing CPD for teaching staff and support staff to ensure effective implementation and effective monitoring and assessment strategies	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf	1, 2 and 7
Focus on foundational skills, most notably handwriting and spellings Grammarsaurus PVPG resources and CPD Grammarsaurus Spelling resources and CPD	https://grammarsaurus.co.uk/portal/ https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf	1 and 3
Embedding Oak National Academy for maths Y1-Y6 alongside expertise from Trust leaders. Engagement with Mastering Number across school - refining in Reception and KS1, embedding in KS2	https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-mathematics https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-	1, 4 and 7

<p>Support from the Trust's Maths Lead</p> <p>Specific arithmetic fluency sessions taught outside of the maths lesson.</p> <p>Ongoing CPD for teaching staff and support staff to ensure effective implementation and effective monitoring and assessment strategies</p>	<p>Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf</p>	
<p>Refining implementation of effective assessment tools for communication and interaction in the Early Years – Stoke Speaks Out, Wellcomm</p> <p>Embedding Oracy strategies across school in line with Voice 21 principles</p> <p>Use of high-quality texts to improve exposure to wider range of vocabulary</p> <p>High quality interactions with children, from Early Years to Year 6, to model and improve the range of vocabulary and language acquisition</p> <p>Ongoing CPD for teaching staff and support staff to ensure effective implementation and effective monitoring and assessment strategies</p>	<p>https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/metacognition/metacognition-and-self-regulated-learning_guidance-report.v.2.4.0.pdf</p>	<p>1 and 7</p>

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

Budgeted cost £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Little Wandle Reading Sessions for all children whose phonics are not age appropriate.</p>	<p>Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/deployment of teaching assistants - guidance report v1.1.0.pdf</p>	<p>2</p>
<p>Additional phonics sessions (DAILY KEEP UP) targeted at disadvantaged pupils who require further phonics support as well as use of Rapid Catch Up programme in LKS2.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf</p>	<p>2</p>
<p>Systematic use of Reading Plus in UKS2 - Targeted analytical approach, responsive to child's individual progress Tailored to needs of individuals</p>	<p>Termly reports QLA data https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</p>	<p>1, 2 and 7</p>
<p>Targeted maths interventions based on outcomes of rigorous diagnostic assessments. Targeted maths pre-teach opportunities to enhance outcomes for all pupils.</p>	<p>QLA data https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-mathematics https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf</p>	<p>1, 4 and 7</p>

Precision Teaching delivered by support staff with identified children, with a focus on developing fluency in maths, spelling and handwriting	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/metacognition/metacognition-and-self-regulated-learning_guidance-report.v.2.4.0.pdf	3 and 4
Greater Depth writing interventions in Key Stage 2 delivered by skilled practitioners	Use of high-quality texts Trust-based initiatives https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf	1, 3 and 7
Targeted 1:1 SALT interventions with TAs based on individual needs	https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/deployment_of_teaching_assistants_-_guidance_report_v1.1.0.pdf	1, 2, 3, 4, 5 and 7

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

Budgeted cost £46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wraparound provision for all children aged 2 - 11	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf	5 and 6

<p>Whole school Attachment and Trauma training for all staff members, including middays, to support a trauma-informed approach for managing children's emotional health and wellbeing.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF Social and Emotional Learning.pdf</p>	<p>5</p>
<p>Implementation of the Zones of Regulation as a whole school approach to supporting children's emotional literacy skills - embedded into routine educational practices and supported by professional development and continued training for staff.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF Social and Emotional Learning.pdf</p>	<p>1 and 5</p>
<p>SEMH ELSA Enhanced Provision and Programme of Interventions</p> <p>Effective partnership with NHS Mental Health Support Team</p>	<p>Emotional Literacy Support Programme</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF Improving behaviour in schools Report.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/eef special educational needs in mainstream schools guidance report 2025-04-10-110432 klxp.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF Social and Emotional Learning.pdf</p>	<p>1 and 5</p>
<p>Close monitoring of attendance across school. Tightening up of policy and procedure alongside support from the Local Authority. Development of an 'attendance team' in school.</p>	<p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>DfE Monitoring Attendance termly reports</p> <p>DfE Similar Schools Comparison Reports</p>	<p>6</p>

<p>UNICEF Rights Respecting Schools Award – Gold</p> <p>Class Charters in every classroom. Increase in children’s understanding of their own rights, and the need to respect the rights of others. Language of rights supports emotional literacy and conflict resolution. Awareness of their place in society; increased understanding of their role as a local, national and global citizen</p>	<p>UNICEF Rights Respecting Schools Award Impact Statement https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/impact-of-rrsa/ https://www.ashgrove.cheshire.sch.uk/attachments/download.asp?file=2766&type=pdf</p> <p>Ash Grove Pupil Voice</p>	<p>1, 5, 6 and 7</p>
<p>Wider opportunities: Free after school sports clubs Range of curricular trips, keeping costs low – local/free whenever possible Residential trips available for all children Y1-Y6</p>	<p>Club attendance registers Curriculum design Pupil voice reflects positive impact on wellbeing and educational outcomes</p>	<p>1, 5 and 7</p>
<p>Raised profile of the music curriculum – live music in assemblies, access to local music opportunities (eg Cre8 – Samba), access to wider opportunities through Love Music Trust, Joyful Orff lunch club, focus on equality of opportunity with music being for everyone</p>	<p>Weekly assemblies End of term live music performances – Christmas, Samba, summer music concert Ash Grove choir – concert performances for local community/care homes Pupil voice reflects positive impact on wellbeing</p>	<p>1, 5 and 7</p>
<p>The Trust Passport is woven throughout the curriculum.</p>	<p>More opportunities to develop cultural capital are secured and hence provide better access to all aspects of school life.</p>	<p>7</p>

Total budgeted cost: £101,000

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 academic year 2024-2025.

Teaching Strategies

- * All teachers continued to engage with the maths Mastering Number programme alongside training from the Trust's Maths Lead to further embed and refine practice.
- * All staff have engaged in CPD focusing on oracy, de-escalation strategies, developing early literacy, and cohesive progression across key stages from EYFS to Year 6
- * EYFS staff have engaged in training to understand and develop skillful high-quality interactions with children
- * Whole-school planning and monitoring process now embedded for reading, including effective implementation of the Little Wandle SSP

Targeted Support

- * Staffing was deployed effectively during the year, with interventions being tailored to the needs of the pupils. Progress was seen in end of year assessments for the majority of pupils.
- * Gaps in pupil knowledge were effectively identified through accurate and rigorous teacher assessments and data analysis - this was discussed at termly pupil progress meetings and actions put into place.
- * Support staff across school have engaged in online CPD to support targeted Speech, Language and Communication interventions
- Staff have been supported to implement the Little Wandle SEND and catch-up programmes, resulting in improved outcomes for the most vulnerable pupils.
- * Greater Depth writing interventions for Y6 children ensured improved GDS outcomes during LA writing moderation process

Wider Approaches

- * The Emotional Literacy Support Assistant supported vulnerable pupils and families, including work around self-esteem, anger management, anxiety and friendships. This has enabled children to access more time within their classes, preventing escalation of behaviours that impinge on academic progress
- * Effective implementation of a rigorous and contextualized PSHE curriculum, evidenced through triangulation of subject monitoring and through targeted pupil voice
- * Achievement of UNICEF Rights Respecting Schools Award – GOLD – ensured that all pupils know their rights, recognise they have a voice, and understand the need to respect the rights of others – principles in action across school, through the behaviour policy, consistency of language used, conflict resolution, understanding and implementation of school values, improved sense of belonging – pupil voice.

* Marginal but steady improvement in attendance across the year, particularly for the more vulnerable pupil groups

* The parental engagement of families increased through early intervention, close working with all agencies including additional in school support, and increased attendance figures at targeted parent events such as 'Book and Biscuit'