

Pupil premium strategy statement

Ashwell Primary School 2025-26

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 and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	230
Proportion (%) of pupil premium eligible pupils	9.6% (22 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	24/10/25
Date on which it will be reviewed	November 2026
Statement authorised by	Simon England - Headteacher
Pupil premium lead	Katie Andrews – Inclusion Lead/ DHT
Governor / Trustee lead	Ni Button - Inclusion Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,015 (£25,755 PP + £5,260 PP+)
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	Not applicable from 2024-25
Pupil 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>	£31,015 + EYFS PPG EYFS PPG Autumn - £390.00 Spring - TBC Summer – TBC

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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The challenges our children may face are varied and there is no “one size fits all”. Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. We will respond to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. We predict that the current and future cost of living crisis is going to significantly impact not only our disadvantaged pupils, but many others in our school community that have previously not been considered disadvantaged.

Our ultimate objectives are:

- ✓ To eradicate the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

How we aim to do this:

High-quality teaching for all 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 disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Using robust diagnostic assessment, we will identify common challenges and individual needs and target our resources to support and overcome them. This may be through high quality small group provision or 1-1 support where needed. These strategic decisions around provision will encompass wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected.

Regular monitoring and review of our strategy will ensure our strategy is responsive to the individual needs and challenges our pupils face and is timely and proportionate.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low levels of literacy and numeracy compared to non PPG.</p> <p><i>School data from July 2025 show that the numbers of PPG pupils who were working at ARE+ was:</i></p> <p><i>Reading – PPG 81.8% (18) / non-PPG 81.6%</i> <i>Writing – PPG 59.1% (13) / non-PPG 71.9%</i> <i>Maths – PPG 68.2% (15) / non-PPG 82.2%</i></p> <p><i>RWM combined working at ARE – PPG 45% / non-PPG 65%</i></p>
2	<p>Increasing number of PPG pupils have experienced adverse childhood experiences, impacting on attendance, attainment, social emotional and mental health, readiness to learn and engagement in learning.</p> <p><i>2025-26</i></p> <p><i>13.6% (3) PPG pupils CKSW</i></p> <p><i>50% (11) PPG children have experienced 2+ ACES</i></p>
3	<p>Large number of PPG pupils new to the school</p> <p><i>31.8% (7) of PPG have joined the school in the last two years</i></p> <p><i>Vulnerabilities and backgrounds still being explored.</i></p>
4	<p>PP status coupled with other needs, including SEND, CP, poor attendance, lateness, attachment.</p> <p><i>45% (10) PP pupils have been identified as having multiple vulnerabilities.</i></p>
5	<p>Wider family difficulties, including bereavement, mental health difficulties, cost of living crisis impacting attendance, aspirations for their children and resilience themselves.</p> <p><i>36% (8) pupils/families have accessed additional in-school support/guidance from INCo in last year</i></p>
6	<p>Narrow experience of life outside school.</p> <p><i>Observations and pupil and parent voice have identified a number of PP pupil have narrow experiences outside of school. We predict this is going to worsen significantly as the cost of living crisis develops.</i></p>

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
1. Accelerated progress in English and Maths. Increased confidence levels in English and Maths.	<ul style="list-style-type: none"> • Gaps in learning are identified. • Quality Wave 1 teaching and targeted support fills identified gaps in learning. • Pupils make accelerated progress to close gap between PP and non-PP pupils, individually and collectively.
2. Empower pupils, who have experienced adverse childhood experiences with the necessary skills, resilience and emotional well-being to thrive in spite of their challenging pasts.	<ul style="list-style-type: none"> • Pupils develop effective coping mechanisms and emotional resilience, enabling them to better manage their emotions and respond to stressors in a healthy way • Pupils learn to bounce back from setbacks, persevere through challenges and view failures as opportunities for growth. • Support provided addresses individual SEMH and learning difficulties, promoting a love of learning and accelerated academic progress.
3. PPG pupils new to the school, and their families, will feel welcomed, included and valued in our school community, contributing to a positive sense of belonging and accelerated academic progress.	<ul style="list-style-type: none"> • Pupils develop positive relationships with peers and school adults. • Pupils demonstrate adaptability to new environments, routines and challenges • Gaps in learning and other vulnerabilities are quickly identified and necessary provision put in place • Attendance levels and punctuality are good. • Pupils make accelerated progress to achieve ARE or above
4. Pupil's multi vulnerability needs are met.	<ul style="list-style-type: none"> • Provision in school meets the individual and often complex needs of each pupil. • Tailored interventions and support mechanisms address individual needs
5. Parents and carers receive support for wider issues such as finance, relationships, housing, mental health.	<ul style="list-style-type: none"> • Parents engage with Family Support Worker. • Parents access support and advice from school • Some of parents' difficulties are resolved.
6. Pupils have access to wider life experiences, such as clubs and trips.	<ul style="list-style-type: none"> • Increase in number of PP pupils who attend extra-curricular clubs. • PP pupils attend school trips.

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: £2562

Activity	Evidence that supports this approach	Challenge number addressed
Staff CPD to improve quality wave 1 teaching Maths, English and EY TLA support SLT staff deliver staff training	High quality, Wave 1 teaching is the most effective way of targeting the needs of all pupils (EEF). Curriculum should meet needs of all learners, as outlined in curriculum intent statement.	1,2,3,4
Staff CPD to develop understanding of the additional needs of children who have experienced childhood trauma or adverse childhood experiences (ACEs).	Through further understanding of the neuroscience behind attachment and trauma that stops vulnerable children from accessing learning, staff can develop personalised classroom teaching and behaviour management strategies to enable vulnerable or disengaged pupils to make progress and also support their social and emotional learning. Evidence indicates that where a trauma-informed approach has been implemented that this improves experiences of [education] services and improves engagement. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1148546/Changing_Futures_Evaluation_-_Trauma_informed_approaches_REA.pdf Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,3,4

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

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number addressed
'Recovery' targeted support in KS2 Funding for small group teaching in addition to classroom provision to promote learning.	Smaller groups allow greater personal learning support and attention. Targeted attention helps boost confidence and motivation. Resources specifically meet the needs of individual learners.	1,2,3,4

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
Leadership and management time of INCO Leader	Effective management time dedicated by the INCO in the school allows PPG plan to be implemented, monitored and evaluated. It also allows time to support staff, children and parents.	All

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

Budgeted cost: £7443

Activity	Evidence that supports this approach	Challenge number addressed
<p>Engagement of range of professionals and external agencies to support the multiple vulnerabilities of pupils and their families.</p> <ul style="list-style-type: none"> - NHPSS, advisory services, Family Support Worker, Children's Services, therapists. 	<p>Multi vulnerabilities of PPG pupils identified as a significant barrier to learning.</p> <p>Engaging agencies and professionals ensures school puts in place highly specialised, effective provision.</p> <p>Improving parental engagement is proven to impact children's learning. There are also higher impacts for pupils with low prior attainment:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	2, 3, 4, 5
<p>Targeted support for social, emotional and mental health difficulties</p> <ul style="list-style-type: none"> - Dedicated time of two ½ days per week given to MHC for interventions with pupils. - Ongoing training for MHC and other relevant staff members. 	<p>Social, emotional and mental health difficulties are one of the main barriers we identify in our pupil premium pupils making good progress. Allocated nurture time will help support these difficulties so pupils are more able to engage in their learning.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	2, 3, 4, 5
<p>Financial support</p> <p>Trips / school uniform etc</p>	<p>Providing financial support for these disadvantaged children enables them to access wider opportunities and provides support with items such as school uniform so that they are ready and prepared for the school day feeling comfortable and confident therefore ready to learn.</p> <p>See - https://www.ashwell.herts.sch.uk/financial-support</p>	3, 4, 5, 6

Total budgeted cost: £31,015

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Desired outcomes	Actions from Plan	Progress & Impact to date																																																																																							
Accelerated progress in English and Maths. Increased confidence levels in English and Maths.	<p>Staff CPD to improve quality Wave 1 teaching</p> <ul style="list-style-type: none"> - Maths, English and EY TLA support - SLT staff deliver staff training <p>Involvement of subject leaders to increase priority of meeting PPG pupil's needs in their subject areas. Review of provision provided through interventions</p> <p>Review of phonics teaching in EY, KS1 and beyond.</p>	<ul style="list-style-type: none"> ➤ English, Maths and EY Leaders engaged with HfL advisory packages improving teaching for all. ➤ Refinement of new phonics strategy and teaching sequence ensured consistency and improve resources such as fully decodable matched books. 100% (5) PPG pupils passing phonics screening Y1 ➤ Pupil Progress and Attainment Discussions (PPADS) took place termly, as did Core Curriculum Conversations (CCCs) and Performance Development Interviews (PDIs). Each have PPG progress as a focus. ➤ Targeted support from TAs provided additional support through small group work, and evidence based interventions and additional support: 17/22 PPG pupils received targeted, targeted plus or specialist support at some point across the year, <ul style="list-style-type: none"> ➤ 81.8% of disadvantaged pupils at ARE+ in reading increased by 7.9% compared to 2024/25. ➤ 59.1% of disadvantaged pupils at ARE+ in writing increased by 7% compared to 2024/25 ➤ 68.2% of disadvantaged pupils at ARE+ in maths decreased by 1.4% compared to 2024/25 																																																																																							
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Empower pupils, who have experienced adverse childhood experiences with the necessary skills, resilience and emotional well-being to thrive in spite of their challenging pasts.	<p>INCO to provide CPD to all staff on childhood trauma and attachment. MH Champion to receive training and support to deliver appropriate mental health interventions and support. Support from NHPSS and Family Support</p>	<ul style="list-style-type: none"> ➤ INCO attended the Virtual School's briefings and annual conference to remain up to date on the support available to our PPG+/CKSW pupils locally, which is then shared with all staff. ➤ FSW supported with provision of Protective Behaviours for one PPG pupil. ➤ NHPSS provided a bespoke intervention around anxiety linked to Secondary Transition, which 1x PPG pupil attended ➤ 5 pupils who saw our MHC qualified as PPG or PPG+ ➤ 2 PPG pupils, who are also CKSW were provided with school-funded support from a Play Therapist 																																																																																							

	Worker for pupils and families.	<ul style="list-style-type: none"> ➤ FSW team ran a Parenting Workshop to support families with challenging behaviour and regulation. 4 parents of PPG children attended.
PPG pupils new to the school, and their families, will feel welcomed, included and valued in our school community, contributing to a positive sense of belonging and accelerated academic progress	<p>INCo to reach out to new families, support when liaising with professionals and develop positive, mutually respectful relationships with parents and carers. INCo to signpost families to external professionals and support available locally. School to provide parent workshops on both curriculum and pupil wellbeing.</p>	<ul style="list-style-type: none"> ➤ INCo hosted 3 parent coffee mornings/events to encourage parents to connect with each other. 4 parents/carers of PPG/PPG+ pupils attended these events. ➤ School trips policy continues to stipulate that pupils in receipt of PPG no longer have to request support for trips, this is provided automatically, ensuring all pupils included in all school events. ➤ PTA 'Pay it Forward' option in place to ensure that all pupils can access extra opportunities e.g. discos, mother and Father's Day shops. ➤ School delivered whole school parents' workshop with a focus on English, reading and phonics, to ensure all parents, including those new to the school have information on school strategies and can support their children. ➤ 81.8% of disadvantaged pupils at ARE+ in reading increased by 7.9% compared to 2024/25. ➤ 59.1% of disadvantaged pupils at ARE+ in writing increased by 7% compared to 2024/25 ➤ 68.2% of disadvantaged pupils at ARE+ in maths decreased by 1.4% compared to 2024/25
Pupil's multi vulnerability needs are met.	<p>Close relationship with NHPSS, FSW, advisory teachers, therapists and Children's services. Dedicated INCo time to monitor, review and implement support for PP pupils as needed. School has a trained Mental Health Champion, who works with individuals and small groups. Dedicated time of two ½ days per week given to MHC for work with pupils. Ongoing training for MHC and other relevant staff members.</p>	<ul style="list-style-type: none"> ➤ INCO has continued to provide staff with support that has had a positive impact on the provision for children. ➤ NHPSS provided a bespoke intervention around anxiety linked to Secondary Transition, which 1x PPG pupil attended ➤ 5 pupils who saw our MHC qualified as PPG or PPG+ ➤ 2 PPG pupils, who are also CKSW were provided with school-funded support from a Play Therapist ➤ Teacher and pupil feedback through Provision Map and Pupil Voice provided evidence of positive effect on wellbeing and self-esteem. ➤ Training for INCo and MH Champion from NESSIE on new Mental Health Intervention, which supported PPG and non-PPG vulnerable pupils.

Parents and carers receive support for wider issues such as finance, relationships, housing, mental health.	Contribute towards cost of area Family Support Worker.	<ul style="list-style-type: none"> ➤ Continued good relationship with FSW who supported a number of our families, as well as providing support for school staff working with most vulnerable families. FSW team ran a Parenting Workshop to support families with challenging behaviour and regulation. 4 parents of PPG children attended.
Pupils have access to wider life experiences, such as clubs and trips.	Contribution to school trips Fund extra-curricular activities such as sports clubs or music provision.	<ul style="list-style-type: none"> ➤ PPG children now being heavily supported to enable them to access enrichment activities: <ul style="list-style-type: none"> ○ Easter holiday club ○ School trips ○ Residential visits ○ Sports clubs ➤ This support has also incorporated a wider number of disadvantaged families who were not eligible for PPG funding. For our July 2025 Year 6 residential, school financially supported 4 of pupils to attend; 3 families in Y4 and Y5 were also supported so that they could attend the shorted residential trips. 32 individual trips were funded for pupils in receipt of PPG, across the academic year.

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
Before and after school clubs. Holiday clubs.	Premier Education LTD

Service pupil premium funding (optional)

*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***

NA

The impact of that spending on service pupil premium eligible pupils

NA

Further information

As a school we are in the extremely advantageous position of having access to a trust fund set up to support the children of Ashwell village.

Successful funding applications have provided improvements in the school environment, including dedicated intervention rooms and the provision of nature gardens and friendship zones. The fund enables us to spend above and beyond the PPG grant to support our disadvantaged pupils. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to respond to secure better outcomes for pupils.