



Ashbeach School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding for the 2024 to 2025 academic year to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy and how we intend to spend the funding in this academic year. The previous strategy was reviewed after its 3 year term and is also published on our website.

School Overview

| Detail | Data |
|---|---|
| School name | Ashbeach School |
| Number of pupils in school (as recorded in DFE document Pupil Premium Allocations 2024-2025) | 136 |
| Proportion of pupil premium eligible pupils (as recorded in DFE document Pupil Premium Allocations 2024-2025) | 38 = 27.9% (2% decrease on previous year) |
| Academic year/years that our current pupil premium strategy plan covers | 2023/2024 to 2025/2026 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | July 2025 |
| Previous reviews | N/A - new 3 year strategy |
| Statement authorised by | Danielle Smith, Headteacher |
| Pupil premium lead | Emily Hawke, Additional Needs Leader |
| Governor lead | Cathryn Webb / Ellie Ashton |

Funding overview

| Detail | Amount |
|--|-------------------|
| Pupil premium funding allocation this academic year | £42,105.50 |
| Recovery premium funding allocation this academic year | |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | 0 |
| Total budget for this academic year | £42,105.50 |



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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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers, whether formally identified as such or not. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. We take into the consideration the fact that many of our most vulnerable and disadvantaged families have been adversely affected by the Covid 19 pandemic and the subsequent school closures has had a negative impact on their access to high-quality teaching. Many of these families have also faced financial hardships and significant changes to family life. While we acknowledge these, we do not have any lesser aspirations for them than for children from those families who have been less affected. 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 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. To ensure this, the Leadership team is striving for quality planning and teaching in every lesson and will support less experienced staff with this. We will also work closely with Local Authority advisors to develop skills and knowledge of all staff, including Teaching Assistants.

Our strategy is also integral to wider school plans for education recovery and sits alongside our School Development Plan as we strive to achieve the best outcomes for all learners. We have a whole school focus on English and reading fluency and are driving this through all years embedding our new phonics system in Key Stage 1, new spelling system in Key Stage 2 and the development of guided reading in KS2. We are also now using the Little Wandle spelling resources in Year 2 to provide continuity and quality teaching. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they 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



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Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>Our previous EYFS cohorts showed a poor level within communication and language at the point of the baseline assessment. In the 2020/2021 cohort only 59% of learners made GLD and in 2021/2022 this dropped to 54%.</p> <p>On entry to Reception in the 2022/2023 cohort, the majority of the children entered on track in communication and language, listening and attention and speaking. The cohort came in this year 'ready to learn' and we have felt this was due to the longer transition program from pre-schools into school. The percentage achieving GLD rose to 90% in the 2022/23 cohort.</p> <p>Updated Dec 24: On entry to Reception in the 2023/2024 cohort, there was a high percentage not on track in communication and language, listening and attention and speaking. The percentage achieving GLD was 83% in the 2023/24 cohort.</p> |
| 2 | <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. In 2022/2023 the proportion of pupils meeting the expected standard in phonics in Year 1 was 60%. This is below the national level of 79% of children meeting the expected standard in Year 1. None of the children eligible for pupil premium funding met the expected standard. There were 10 Year 2 pupils that re-took the assessment, 80% passed the screening. Of the children eligible for pupil premium 66% met the expected standard.</p> <p>Updated Dec 24: In 2023/2024 the proportion of pupils meeting the expected standard in phonics in Year 1 was 80%. This is equal to the national level of 80% of children meeting the expected standard in Year 1. Of the children eligible for pupil premium funding 80% met the expected standard. This is above the national average of 68%. There were six Year 2 pupils that re-took the assessment, 66% passed the screening. Of the children eligible for pupil premium 100% met the expected standard.</p> |
| 3 | <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. We have seen a trend over the past five years of children starting with a lower baseline, working below Reception level across all areas, and that is getting lower each year. Equally our cohorts vary year on year and this can make the data look very</p> |



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| | <p>different from year to year. The non-disadvantaged pupils tend to narrow the gap quicker than the disadvantaged children who often have other barriers to learning such as attendance. This gap narrows but remains significant to the end of KS2.</p> |
| 4 | <p>Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils as is progress.</p> <p>We have seen a trend over the past five years of children starting with a lower baseline, working below Reception level across all areas, and that is getting lower each year. Equally our cohorts vary year on year and this can make the data look very different from year to year. The non-disadvantaged pupils tend to narrow the gap quicker than the disadvantaged children who often have other barriers to learning such as attendance. This gap narrows but remains significant to the end of KS2.</p> |
| 5 | <p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, in all areas.</p> |
| 6 | <p>Our assessments (including wellbeing checks), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure and access to quality first teaching. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased since the pandemic.</p> <p>Updated Dec 24: In the academic year 2023-2024 we had 6 children who were displaying symptoms of Emotional Based School Avoidance (EBSA). Of these 5 were identified as children eligible for PP. A further 2 PP children had low attendance due to emotional needs. 18 children (16 of whom are disadvantaged) received additional support with emotional needs with 14 (78%) receiving support from other organizations and agencies such as family workers and social care.</p> |
| 7 | <p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between lower than for non-disadvantaged pupils. For the academic year 2022/2023 attendance across the whole school was 93% and for those eligible for pupil premium it was only 89%. The previous year the numbers were similar at 92% and 89%.</p> <p>Updated Dec 24: For the academic year 2023/2024 attendance across the whole school was 90.6% and for those eligible for pupil premium it was only 80%. This is a drop in both figures which in the previous year were 93% and 89%. We had a couple of children who were eligible for PP funding who were persistently absent and being supported for Emotional Based School Avoidance (EBSA).</p> |



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| | This shows that attendance continues to be barrier to learning and our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. |
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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 |
|--|--|
| Improve outcomes in reading, writing and maths for all dis-advantaged pupils by the end of KS2. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. KS2 outcomes in 2025/2026 to show that at least 80% of disadvantaged pupils met the expected standard. |
| Improve outcomes in phonics for all disadvantaged pupils by the end of KS1 | Assessments and observations indicate significantly improved knowledge and use of phonics among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. KS1 outcomes in 2025/2026 to show that at least 80% of disadvantaged pupils met the expected standard. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2025/2026 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • an increase in attendance of our disadvantaged children |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance by 2025/26 demonstrated by: <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 5%. • the percentage of all pupils who are persistently absent being below 15%. |



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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.

Teaching

Budgeted cost: £20,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Ensure there is a member of the Leadership identified as the Pupil Premium champion to maintain a strategic overview of the strategy and its implementation.</p> | <p>School leaders must continually monitor the progress of the pupil premium strategy, adapting their approach when and where appropriate.</p> <p>EEF Guide to Pupil Premium Sept 23.</p> <p>Ensure that you consult school leaders and other relevant staff members, for example, the designated safeguarding lead, the designated teacher, and the special educational needs coordinator (SENCo). You should also consult relevant external partners, such as the Virtual School Head.</p> <p>DFE Guidance November 2021</p> | <p>1, 2, 3, 4, 5, 6, 7</p> |
| <p>Ensure all children have access to quality first teaching by a teacher who knows them.</p> <p>Subscriptions for comprehensive plans and resources for specialist subjects including music and DT.</p> | <p>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.</p> <p>EEF Guide to Pupil Premium Sept 23.</p> | <p>1, 2, 3, 4</p> |
| <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> | <p>1</p> |
| <p>Ongoing cost for spelling system for KS2 - Spelling Shed and SATS companion for Year 6.</p> | <p>The EEF guidance is based on a range of the best available evidence:</p> <p>IMPROVING LITERACY IN KEY STAGE 2</p> | <p>3, 4</p> |



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| <p>Enhancement of our planning and teaching of reading and fluency planning in line with DfE and EEF guidance. Release time for CPD and training for teachers and TAs.</p> <p>Direct work with LA advisor and English lead.</p> <p>Cost of new books to develop Reading Spine.</p> | <p>DFE - The Reading Framework, July 2023</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>IMPROVING LITERACY IN KEY STAGE 2</p> <p>IMPROVING LITERACY IN KEY STAGE 1</p> | 3 |
| <p>Enhancement of our teaching and curriculum planning for writing in line with DfE and EEF guidance. Release time for CPD and training for teachers and TAs.</p> | <p>The EEF guidance is based on a range of the best available evidence:</p> <p>IMPROVING LITERACY IN KEY STAGE 2</p> <p>IMPROVING LITERACY IN KEY STAGE 1</p> | 4 |
| <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> | <p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF</p> | 1, 2, 3, 4 |
| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Protective Behaviours and Cambridgeshire Therapeutic Thinking (previously STEPS) approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Staff CPD and training including ACES and using a trauma informed approach.</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Cambridgeshire STEPS - https://www.cambslearntogether.co.uk/cambridgeshire-send/cambridgeshire-send-services/cambridgeshire-steps</p> <p>KCSIE 2023</p> | 5, 6 |



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

Budgeted cost: £10,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF | 1 |
| TA to carry out specific targeted interventions to improve phonics and reading: Little Wandle catch up/keep up KS2 Little Wandle programme Year 6 booster groups | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) 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 up to 12 weeks: Phonics Teaching and Learning Toolkit EEF | 1, 2, 3, 4 |

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

Budgeted cost: £12,105.50

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| TA to support identified children with SEMH by offering ELSA sessions. | The average impact of successful SEL interventions is an additional four months' progress over the course of a year. EEF - Teaching and Learning Toolkit | 5, 6 |
| Lunchtime well-being club run by a TA. | The average impact of successful SEL interventions is an additional four months' progress over the course of a year. EEF - Teaching and Learning Toolkit | 5, 6 |



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| <p>Lunchtime library club run by a TA 3 times a week.</p> | <p>DFE - The Reading Framework, July 2023</p> <p>The EEF guidance is based on a range of the best available evidence: IMPROVING LITERACY IN KEY STAGE 2 IMPROVING LITERACY IN KEY STAGE 1</p> | <p>3</p> |
| <p>TA to support identified children with SEMH needs across the curriculum.</p> | <p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</p> <p>EEF - Teaching and Learning Toolkit</p> | <p>5, 6</p> |
| <p>Contribution towards payment for clubs, music lessons or activities. 50% of the cost of one club, per child, per term and 50% of one trip or visit per child, term.</p> <p>Where appropriate we will make a contribution towards the cost of any residential trips. This will be done on a case by case basis.</p> | <p>While many challenges may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.</p> <p>EEF Guide to Pupil Premium Sept 23.</p> <p>The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year.</p> <p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some</p> | <p>5, 6,</p> |



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| | <p>evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>EEF - Teaching and Learning Toolkit School trips research</p> | |
| Renewal of Rainbow Flag award to celebrate inclusion and diversity due 2025. | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p> | 4, 5 |
| Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. | <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>EEF - Teaching and Learning Toolkit And Behaviour interventions</p> | 5, 6 |
| Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve release time for staff to develop and implement new procedures to improve attendance. | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> | 7 |
| Contingency fund for acute issues. | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> | All |

Total budgeted cost: £42,105.50



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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

In the academic year 2023-2024 we had an Ofsted Inspection. It concluded that:

'The school has high expectations for pupils. Lessons are fun, and this motivates pupils to try their best. Pupils feel proud when their efforts are praised. This includes pupils who are disadvantaged and those with special educational needs and/or disabilities (SEND). Pupils love to celebrate each other's achievements in weekly celebration assemblies. Pupils with SEND are fully integrated into school life. Pupils enjoy learning ways to keep themselves healthy such as the foods they eat. They also learn about meditation and other strategies to support their mental health and well-being. Pupils value the range of opportunities to broaden their horizons and extend their interests. This is through carefully thought-out extra-curricular clubs and trips.'

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using Key Stage 1 and 2 performance data, phonics check results and our own internal assessments. Our data showed that during 2023/24 the majority of pupils eligible for pupil premium funding made at least expected progress in all areas, although the percentage has decreased since last year. Progress in Upper Key Stage 2 was good and the dip in the reading in Year 6 reflects the attitude of the learners rather than the good quality teaching. Key Stage 1 made good or excellent progress in all areas. This can be attributed to smaller group teaching and the consistent and now embedded Little Wandle scheme. It is hoped that from this strong foundation these children will move up the school with better reading skills. The number of children achieving ARE is similar to last year though the impact of Little Wandle and the focus on reading is evident in the total percentage achieving ARE in reading which has increased by 20%. We continued the pattern from the summer term 2023 by having a UPS teacher in Year 2 teaching English and maths every morning. The development of writing will be a focus for the whole school for next year, as will the attainment of those eligible for PP in the 2024/2025 Year 4 and 5 cohorts.

We continue to teach maths in Year groups across the school and generally this supports an average rate of progress and allows teachers to ensure pitch and differentiation can be specific and purposeful. Support will need to be given to the Year 4 cohort next year to allow a better rate of progress.

We had a significant increase in number of children eligible for pupil premium from the end of the previous academic year. This was not due to increased numbers of children transferring in but a rise in existing families becoming eligible. We had a relatively stable year in terms of admissions / transfers although some key children (mainly also those with SEND) had very poor attendance which impacted their learning. We tried to work closely with parents and other agencies to engage these children in learning but were not always successful. We have a high number of children eligible in Key Stage 2. In Year 6 one child showed a reduced attendance as the year progressed and did not sit formal statutory assessments. We had one Year 6 pupil who remained on a temporary reduced timetable all year due to extreme anxiety around school.



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% Making at least expected progress and hit target

| | Reading | Writing | Maths |
|--------------------|---------|---------|-------|
| Year 6 (10,4 SEN) | 70% | 70% | 70% |
| Year 5 (7, 3 SEN) | 86% | 86% | 71% |
| Year 4 (4, 1 SEN) | 50% | 25% | 75% |
| Year 3 (6, 3 SEN) | 50% | 83% | 17% |
| Year 2 (3) | 100% | 100% | 100% |
| Year 1 (5) | 100% | 60% | 100% |
| Total (35, 11 SEN) | 74% | 71% | 69% |

% at ARE at end of year

| | Reading | Writing | Maths |
|--------------------|---------|---------|-------|
| Year 6 (10,4 SEN) | 70% | 50% | 60% |
| Year 5 (7, 3 SEN) | 29% | 43% | 71% |
| Year 4 (4, 1 SEN) | 0% | 0% | 25% |
| Year 3 (6, 3 SEN) | 17% | 17% | 17% |
| Year 2 (3) | 66% | 0% | 66% |
| Year 1 (5) | 100% | 40% | 100% |
| Total (35, 11 SEN) | 49% | 31% | 54% |

The proportion of pupils eligible for pupil premium funding who met the phonics expected standard (32+) in Year 1 (80%) was in line with national average and showed the impact of consistent and precise teaching of phonics.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils against their peers in 2023/24 was below our expectations. The overall percentage of disadvantaged pupils achieving the expected standard in reading, writing and mathematics at Ashbeach as 56%, with none of them achieving higher than the expected standard across the board. The percentage achieving expected standard in all 3 areas across the cohort was 55%. We need to address the amount of children who are not achieving ARE, although this gap does seem to narrow in KS2 and had improved on the previous academic year. We will continue to work on this progress and are continuing to develop our use and knowledge of feedback marking and being clear about next steps for progress.

Despite the end of the pandemic, our observations and assessments demonstrated that challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. A key factor for our children is a growing need for emotional support around anxiety and we have a number of key children displaying high levels of Emotional - Based School Avoidance which affects them on a daily basis. We know this is a County wide issue and we have worked closely with other agencies such as Early Intervention Family Workers and Educational Psychologists to support these individuals. It remains a real barrier to learning.



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We used pupil premium funding to provide wellbeing support for all pupils, and targeted support where required (ELSA trained TA). We are building on that approach with the activities detailed in this plan and our strategy as it moves forward.

Behaviour and a negative view of learning is a barrier to attainment for some of our disadvantage learners and the school is working to address this to improve the working environment for all learners. We will continue to work to develop a sense of 'stickability' for our learners and support those with SEND to narrow the gap with peers as detailed in the School Development Plan.

Based on all the information above, the performance of our disadvantaged pupils did not fully meet expectations that we set out to achieve by 2023/24, as stated in the Intended Outcomes section above. Our evaluation of the approaches delivered last academic year indicates that our drive to improve phonics teaching and really embed the Little Wandle model of teaching phonics has had an impact on the progress and attainment of learners. Our attainment in phonics is at the standard intended but this is not yet continuing into the skill of reading in KS2. We are continuing to develop staff knowledge and understanding of fluency and develop our guided reading sessions in KS2.

Our rate of absence has dropped again since the previous year but remains high and for those who are disadvantaged it makes a significant impact on their learning. We recognise this gap is too large which is and working with the local authority and other partners to tackle EBSA directly and provide support for the whole family as a holistic approach. Engagement and attendance of pupils will remain a focus of our strategy. The school continued to support all vulnerable families and continue to implement a therapeutic approach. Staff have regular discussions to identify children who may need support and develop a clear plan for those individuals.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in our new Pupil Premium Strategy, 2023 - 2026. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Further information:

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback and marking. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation



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In planning our new pupil premium strategy, we considered why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy and other resources published by them.

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 secure better outcomes for pupils. We are working closely with our LA advisor to improve outcomes for all children, particularly in reading and writing by focusing on high quality first teaching and challenging all subject leaders to be robust and clear in the development of their subject.