

Pupil premium strategy statement - Ashbourne Primary School 2026-2027

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	188, including 16 Nursery pupils
Proportion (%) of pupil premium eligible pupils	30.3% (57 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)	2025–2028
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Heather Davis (Headteacher) and Ken Torr (Chair Of Governors)
Pupil premium lead	Heather Davis (Headteacher)
Governor / Trustee lead	Ken Torr

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,202
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£95,202

Part A: Pupil premium strategy plan

Statement of intent

At Ashbourne Primary School, our vision, 'Excellent Effort Always Matters,' reflects our commitment to ensuring that every pupil, regardless of background or circumstance, receives the opportunities, support and high-quality education needed to achieve their full potential.

Our school serves a community with significant levels of socio-economic disadvantage. Many pupils experience overlapping barriers to learning, including special educational needs and disabilities, gaps in foundational knowledge, speech, language and communication difficulties, social and emotional needs, lower attendance and high levels of pupil mobility. We recognise that disadvantage does not affect every pupil in the same way. Our strategy is therefore informed by a detailed understanding of individual pupils, their starting points and the barriers that may prevent them from achieving well.

Our ambition is for disadvantaged pupils to achieve as well as their peers, develop secure foundations in reading, writing and mathematics, communicate confidently, attend school regularly and participate fully in the wider life of the school. We aim to reduce attainment gaps while ensuring that pupils develop the independence, resilience, confidence and aspirations needed for their next stage of education.

High-quality teaching is at the heart of our strategy. We prioritise evidence-informed classroom practice, supported by instructional coaching, effective assessment, adaptive teaching, explicit vocabulary instruction and systematic teaching of foundational knowledge and skills. Our investment in digital technology and educational programmes is intended to enhance, rather than replace, effective teaching and meaningful adult interaction.

Targeted academic support is carefully matched to pupils' identified needs. Diagnostic assessment and ongoing monitoring enable teachers to identify gaps in decoding, reading fluency, comprehension, spelling, handwriting, mathematics and speech and language. Evidence-informed interventions, including Lexia, WellComm and targeted mathematics support, are used where appropriate, with progress reviewed regularly to ensure that provision is effective.

We recognise that academic achievement is closely connected to pupils' wellbeing, attendance, emotional regulation and sense of belonging. Our wider provision, including Regulate Ready, pastoral and family support, breakfast provision, OPAL and enrichment opportunities, seeks to remove barriers that may prevent disadvantaged pupils from attending, engaging and thriving.

Our approach is underpinned by the school's three Golden Threads:

Language and Literacy: ensuring pupils develop the language, reading and writing skills needed to access the curriculum.

Resilience and Regulation: supporting pupils to manage emotions, persevere and become increasingly independent learners.

Belonging and Becoming: ensuring pupils feel included, valued and able to participate fully in school life.

Our pupil premium strategy is closely aligned with the School Improvement Plan and the school's wider approach to inclusion. We use assessment information, pupil progress meetings, work scrutiny, learning walks, attendance analysis, pupil and parent voice and intervention evaluations to monitor impact.

We are committed to using pupil premium funding strategically, ensuring that decisions are based on identified need, supported by reliable evidence and regularly evaluated. Our aim is not simply to provide additional opportunities, but to ensure that these opportunities lead to measurable improvements in disadvantaged pupils' achievement, participation, independence and wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	Attainment and foundational knowledge – Assessment, pupil progress information and scrutiny of learning identify gaps in reading, writing and mathematics among some disadvantaged pupils. These include weaknesses in decoding, reading fluency, comprehension, spelling, handwriting, number fluency and prior knowledge. High pupil mobility can compound these gaps where pupils have experienced different curriculum sequences. The proportion achieving the combined expected standard in reading, writing and mathematics remains a whole-school improvement priority.
2	Speech, language, vocabulary and communication – Some disadvantaged pupils enter school with less secure speech, language and communication skills or have difficulty understanding and using vocabulary confidently. Limited vocabulary, oral language and sentence construction can affect comprehension, writing, reasoning and access to the wider curriculum. Early identification, high-quality interactions and explicit language teaching are therefore essential.
3	Attendance, punctuality and family circumstances – Attendance and punctuality present barriers for some disadvantaged pupils, reducing access to teaching and continuity of learning. Some families require additional support to overcome practical, emotional or social difficulties affecting attendance, home learning and engagement with school. Individualised attendance and family support are needed to address these barriers.
4	Social and emotional needs – Some disadvantaged pupils experience overlapping barriers, including SEND, emotional regulation difficulties, low confidence, anxiety, trauma or family circumstances affecting readiness to learn. These needs can influence concentration, independence, resilience and engagement. The school's Inclusion Register enables leaders to identify pupils experiencing multiple barriers and coordinate appropriate support.
5	Access to learning resources and wider opportunities – Some disadvantaged pupils have fewer opportunities to access learning resources, books,

	educational experiences and enrichment outside school. Differences in access to technology, wider experiences and support for learning at home may affect confidence, knowledge, independence and participation. The school seeks to remove these barriers through equitable access to resources and its wider curriculum offer.
--	--

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. Improved attainment and progress in reading, writing and mathematics	Disadvantaged pupils make strong progress from their starting points, with an increasing proportion achieving age-related expectations and the combined RWM standard. Attainment gaps between disadvantaged and non-disadvantaged pupils narrow where present. Assessment, work scrutiny and pupil progress meetings demonstrate that identified knowledge gaps are addressed. Disadvantaged pupils achieve at least in line with national outcomes for similar pupils, with increasing proportions achieving higher standards.
2. Improved speech, language, vocabulary and literacy foundations	Disadvantaged pupils demonstrate improved vocabulary, oral communication, comprehension and written expression. Teachers explicitly teach and revisit Tier 2 and Tier 3 vocabulary. Pupils identified through WellComm and other assessments make measurable progress. Spelling, handwriting and sentence accuracy improve, with fewer pupils experiencing transcription as a significant barrier to writing.
3. Improved attendance, punctuality and family engagement	Attendance for disadvantaged pupils improves towards at least 95%, with a reduction in persistent absence and repeated lateness. Individual attendance plans demonstrate improvement for identified pupils. Engagement with families increases through targeted communication, workshops, meetings and support. Barriers affecting attendance and home learning are identified and addressed promptly.
4. Greater independence, resilience and readiness to learn	Disadvantaged pupils demonstrate improved emotional regulation, confidence, independence and engagement. Pupils receiving targeted pastoral or regulation support make progress against individual outcomes. Behaviour and wellbeing records, pupil voice and classroom monitoring demonstrate increased readiness to learn and reduced reliance on adult support where appropriate.
5. Equitable access to learning and enrichment	Disadvantaged pupils have access to appropriate digital resources, books, curriculum experiences, visits, clubs and leadership opportunities. Participation data demonstrates that disadvantaged pupils are represented across the wider school offer. Pupils use technology purposefully to support learning and independence, and targeted provision demonstrates measurable improvements in identified areas.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £45,000 = 47.3%

Activity	Evidence that supports this approach	Challenge number(s) addressed
Instructional coaching and professional development – Embed regular coaching cycles focused on explicit instruction, modelling, checking understanding, formative assessment, adaptive teaching and effective feedback.	EEF guidance on effective professional development and high-quality teaching supports sustained, focused professional learning, feedback, rehearsal and deliberate practice.	1, 2, 4
65 iPads provide equitable access to digital resources, including opportunities for adaptive learning, accessibility support, retrieval and independent practice. Train staff in purposeful implementation and evaluate usage and impact.	EEF Using Digital Technology to Improve Learning guidance emphasises that technology should be selected to improve teaching and learning, with effective implementation and teacher support. Purchasing devices alone does not establish impact.	1, 2, 4, 5
Magma Maths – Use the platform to support mathematical assessment, identify misconceptions, provide responsive practice and inform subsequent teaching.	EEF mathematics guidance supports formative assessment, feedback and targeted responses to gaps. The impact of Magma Maths itself should be evaluated through school assessment and implementation evidence.	1
Strengthen high-quality mathematics teaching through White Rose, Mastering Number, Maths Hub professional development, manipulatives, mathematical reasoning and pre-teaching/re-teaching.	EEF guidance on improving mathematics in primary schools supports explicit teaching, effective use of representations, assessment and addressing misconceptions.	1
Explicit vocabulary and oracy teaching – Identify,	EEF primary literacy guidance supports oral language development, vocabulary	1, 2

teach, revisit and apply Tier 2 and Tier 3 vocabulary. Embed oral rehearsal, sentence stems, structured discussion and purposeful questioning across subjects.	teaching and structured opportunities to use language.	
ShREC approach and high-quality adult interactions in EYFS – Embed Share attention, Respond, Expand and Conversation through professional development, modelling and monitoring.	Evidence on early language development supports high-quality, responsive adult–child interactions and sustained opportunities for meaningful conversation. ShREC is a practical approach to strengthening these interactions.	2, 4
Systematic teaching of reading, spelling and handwriting – Embed Unlocking Letters and Sounds, phonics, daily sentence dictation, handwriting and spelling	EEF literacy guidance supports systematic phonics, explicit teaching of writing and transcription skills, and securing foundations for fluent reading and writing.	1, 2
Assessment-informed adaptive teaching – Use NFER, phonics assessments, CAT4 where appropriate, diagnostic information, QLA, pupil profiles and daily formative assessment to adapt teaching and remove barriers.	EEF guidance supports using assessment to identify pupils' needs, responsive teaching and scaffolding that develops independence.	1, 2, 4

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

Budgeted cost: £30,000 = 31.5%

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia – 60 subscriptions – Provide targeted reading support for identified pupils requiring additional practice in foundational reading skills. Use assessment and programme information to monitor progress, alongside	EEF evidence supports targeted literacy interventions matched to diagnostic need, delivered consistently and monitored for impact.	1, 2, 5

teacher assessment of decoding, fluency and comprehension.		
WellComm assessment and intervention – Extend screening and targeted speech, language and communication support beyond EYFS where appropriate, using entry and exit assessments to monitor progress.	EEF evidence supports oral language interventions and early identification of language needs. WellComm provides a structured way to identify areas for support and monitor development.	2
Targeted phonics and reading intervention – Provide additional systematic phonics, decoding, fluency and comprehension teaching according to individual need, using closely matched texts and assessments	EEF literacy guidance and evidence on phonics and targeted reading support emphasise matching intervention to pupils' identified gaps.	1, 2
Targeted mathematics support – Provide small-group and individual support, including Mastering Number, White Rose pre-teach/re-teach and additional practice informed by diagnostic assessment and Magma Maths where appropriate.	EEF evidence supports small-group tuition, explicit teaching and targeted intervention that addresses specific mathematical misconceptions.	1
Targeted spelling, handwriting and transcription support – Identify pupils whose spelling, letter formation, handwriting fluency or sentence construction limit written outcomes and provide additional explicit teaching.	EEF literacy guidance recognises the importance of transcription fluency in freeing pupils' attention for composition and higher-order writing skills.	1, 2
Half-termly evaluation of interventions – Record starting points, intended outcomes, delivery, entry and exit measures and progress. Adapt or discontinue interventions that are not having sufficient impact.	EEF implementation guidance emphasises monitoring fidelity, reviewing outcomes and refining provision in response to evidence.	1, 2, 4

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

Budgeted cost: £20,202 = 21.2%

Activity	Evidence that supports this approach	Challenge number(s) addressed
Child and Family Wellbeing Leader support – Provide targeted pastoral support, family engagement, early intervention and coordination with external agencies for disadvantaged pupils experiencing additional barriers.	EEF pupil premium guidance recognises the importance of addressing non-academic barriers through approaches selected according to local needs. Impact should be evaluated using individual outcomes.	3, 4
Regulate Ready morning provision – Provide a structured, supportive start to the day for identified pupils experiencing difficulties with emotional regulation, attendance or readiness to learn	Evidence on social and emotional learning and attendance supports carefully planned, needs-led approaches. School-level attendance, punctuality and regulation outcomes should demonstrate effectiveness.	3, 4
Attendance and punctuality support – Use attendance analysis, early contact, individual meetings, attendance plans and multi-agency support to identify and address barriers.	DfE attendance guidance and EEF evidence support early identification, effective communication and personalised responses to attendance barriers.	3
Emotional regulation and social-emotional support – Continue Zones of Regulation, appropriate pastoral interventions, trauma-informed approaches and support for pupils experiencing EBSA.	EEF evidence on social and emotional learning supports explicitly developing pupils' emotional and social skills, with implementation tailored to need.	3, 4
OPAL and inclusive play – Develop opportunities for positive social interaction, independence, cooperation and belonging through high-quality play provision.	The school will evaluate the contribution of OPAL through pupil voice, participation, behaviour and wellbeing evidence. OPAL should not be presented as independently proven to raise attainment.	4, 5
Equitable access to enrichment – Remove	EEF guidance supports addressing wider barriers where local diagnosis identifies a	4, 5

financial and practical barriers to visits, residentials, clubs, sporting, musical, cultural and leadership opportunities. Track participation by disadvantaged status.	need. Participation and individual outcomes provide evidence of impact.	
---	---	--

Total budgeted cost: £95,202

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Positive impact

- **Disadvantaged attainment:** At the end of KS2, disadvantaged pupils achieved above national disadvantaged outcomes in writing (62% compared with 60%), in line in mathematics (62%) and close to national in combined RWM (46% compared with 49%).
- **Strong Early Years outcomes:** 86% of Reception pupils achieved a Good Level of Development, with disadvantaged pupils generally achieving in line with their peers.
- **Positive phonics outcomes:** 82% of Year 1 pupils achieved the expected standard, continuing the school's historically strong performance in phonics.
- **Inclusive pastoral support:** Regulate Ready, family support and emotional regulation provision have supported identified pupils with punctuality, readiness to learn and participation in school life.

Key areas for development

- **Reading attainment:** Only 46% of disadvantaged pupils achieved the expected standard at KS2, compared with 63% nationally for disadvantaged pupils. Strengthen fluency, vocabulary, comprehension and targeted reading support.
- **Combined RWM:** Combined RWM attainment remains slightly below national outcomes (50% compared with 63% nationally in 2026). This continues to be a key priority, with a focus on early identification of gaps, high-quality teaching and targeted support to improve attainment.
- **Attendance:** Whole-school persistent absence increased. Strengthen early identification and targeted attendance support, particularly for disadvantaged and vulnerable pupils.
- **Evaluating impact:** Strengthen the use of diagnostic assessments, intervention entry and exit data, and disadvantaged pupil tracking to ensure additional support leads to measurable improvements.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
OPAL (Outdoor Play and Learning)	OPAL Primary Programme
Music enrichment – Moo Music	Moo Music Burton-on-Trent
Rocksteady band lessons / music enrichment	Rocksteady Music School