

Pupil premium strategy statement – Ashbourne Primary School

This statement details our school’s use of pupil premium (and recovery 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	198
Proportion (%) of pupil premium eligible pupils	38%
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	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Paula Chisholm
Pupil premium lead	Michelle Croxall
Governor / Trustee lead	Ken Torr

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99963.77
Recovery premium funding allocation this academic year	£0
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>	£99963.77

Part A: Pupil premium strategy plan

Statement of intent

Nurturing Aspiration Through Happy, Creative Learning.

At Ashbourne Primary School, we believe disadvantage is never a barrier to success. Our Pupil Premium Strategy is designed to ensure disadvantaged pupils achieve in line with, or above, their peers by embedding high-quality teaching, strong relationships, and proactive support. Our curriculum is planned to remove the barriers to learning our children face. We have high aspirations for our pupils and believe our children deserve a curriculum that inspires and motivates them to become lifelong learners. No child is left behind; each individual is given the support and teaching to enable them to develop the skills and acquire the knowledge that will prepare them for the next stage of their school career. We aim to provide a range of experiences through our curriculum offer.

Challenges

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

Challenge number	Detail of challenge
1.	<i>Academic & Cognitive</i> Word gap, gaps in prior knowledge, weaker memory, difficulty with independent learning impacts on pupils' ability to learn in all subjects.
2.	<i>Communication & Vocabulary</i> Limited vocabulary, difficulty expressing ideas, reduced oral rehearsal opportunities impacts on pupils' ability to learn in all subjects.
3.	<i>Social, Emotional & Behavioural</i> Low confidence, trauma/attachment needs, difficulty regulating emotions impacts on pupils' ability to learn in all subjects.
4.	<i>Parental Engagement</i> Limited availability, low confidence engaging with school, language/literacy barriers.
5.	<i>Attendance</i> Persistent absence, punctuality issues, readiness to learn impacts on pupils' ability to learn in all subjects.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>1) To improve attainment in reading, writing and maths for disadvantaged children so that it is in line nationally</p>	<ul style="list-style-type: none"> - Pupils will achieve outcomes in reading, writing and maths above national averages. <p>(In 2025, disadvantaged children across the whole school achieved an average of 67% in reading, 54% writing and 63% in maths. In KS2, we achieved 68.5% in reading, (75% nationally) 70.5% in writing (72% nationally) and 77.5% in maths (74% nationally)</p> <ul style="list-style-type: none"> - At least 20% achieve GDS in maths and 10% achieve GDS in writing.
<p>2) Develop a broader and more precise vocabulary, including subject-specific language.</p>	<ul style="list-style-type: none"> - Pupils will be able to express ideas clearly and confidently in both spoken and written forms. - Pupils will engage in structured talk routines and oral rehearsal to strengthen communication. - Pupils will demonstrate improved listening, attention and understanding of instructions. - Pupils will use sentence stems and scaffolds to participate actively in classroom discussions
<p>3) Demonstrate improved confidence, resilience and emotional regulation</p>	<ul style="list-style-type: none"> - Increased proportion of pupils reporting they feel confident, and able to try challenging tasks. - Pupils will remain engaged in lessons for longer periods without adult intervention. - Pupils will confidently articulate which Zone of Regulation they are in and identify strategies to self-regulate.

	<ul style="list-style-type: none"> - OPAL play spaces show pupils cooperating, problem-solving, and managing risk positively. - Fewer incidents of dysregulation during transitions and unstructured times.
<p>4) Increase parental partnerships and engagement throughout school to support home learning</p>	<ul style="list-style-type: none"> - Increased parental attendance at curriculum workshops, SEND cafés, and information sessions. In 2025, attendance to curriculum workshops was 32%. - Parents regularly access flexible communication channels (Dojo, Arbor, phone calls, meetings). - Positive feedback from parents in surveys and consultations about feeling supported and informed. - Evidence of home learning tasks being completed more consistently across disadvantaged pupils. - Disadvantaged pupils demonstrate improved progress in reading, writing, and maths linked to home learning support. - Pupils show greater confidence when discussing learning at home (captured through pupil voice).
<p>5) Pupils will attend school regularly and punctually</p>	<ul style="list-style-type: none"> - Disadvantaged pupils' attendance is at least 95% (in line with or above peers) - Persistent absence (below 90%) is reduced year-on-year. - Reduction in the number of late arrivals recorded each term. - Breakfast club and regulate ready provision accessed by targeted pupils, leading to improved punctuality.

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: £ 49,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed Talk for Writing approaches and Grammarsaurus consistently across school.</p> <p>Use explicit instruction, modelling and scaffolded practice in all subjects.</p> <p>Ensure maths mastery through White Rose, Maths Hub, and Mastering Number programme</p>	<p>Mitch Hudson – “My fast-paced, high-impact ‘teach outstanding writing, punctuation and grammar’ course shares the magic secrets of how to rapidly improve standards in writing and grammar. Talk 4 Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects.</p> <p>EEF Metacognition & Self-Regulation evidence notes 7 months progress using explicit instruction and scaffolds.</p> <p>We will ensure maths mastery through White Rose, Maths Hub, and Mastering Number programmes. Evidence from the EEF and NCETM shows that mastery approaches add up to +5 months of progress, improve fluency and reasoning, and particularly effective in closing gaps for disadvantaged pupils.</p>	<p>1 , 2</p>
<p>Prioritise oracy and vocabulary development through structured talk routines, sentence stems, and pre-teaching.</p>	<p>We will prioritise oracy and vocabulary development through structured talk routines, sentence stems, and pre-teaching. Evidence from Voice 21, the Research Schools Network, and the English-Speaking Union shows that these approaches improve literacy outcomes, confidence, and equity for disadvantaged pupils.</p>	<p>1, 2</p>
<p>Retrieval Practice & Memory Strengthening Embed retrieval strategies such as</p>	<p>The EEF Cognitive Science review highlights retrieval practice as one of the most effective strategies for strengthening long-term memory.</p>	<p>1, 2</p>

<p><i>Flashback 4</i> and low-stakes quizzes to secure prior learning, strengthen long-term memory, and build confidence in applying knowledge.</p> <p>Dual Coding & Visual Scaffolds Use images, diagrams, and models alongside text to support understanding. Display success criteria, vocabulary mats, and worked examples consistently across classrooms.</p>	<p>Daily low-stakes quizzes and “Flashback 4” routines help disadvantaged pupils retain knowledge and apply it confidently.</p> <p>The EEF Toolkit notes that visual scaffolds (models, diagrams, success criteria) particularly benefit pupils with weaker working memory.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £25,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deploy teacher-led interventions and HLTA-led GDS groups in maths.</p> <p>Precision tutoring and small-group interventions linked to classroom learning.</p> <p>Same-day intervention for phonics, reading fluency, and maths misconceptions.</p>	<p>We will deploy teacher-led interventions, HLTA-led GDS groups, precision tutoring, same-day interventions, and pre-/post-teaching of key concepts. Evidence from the EEF, DfE, and national research shows these approaches accelerate progress by up to +4 months, close gaps for disadvantaged pupils, and build confidence and fluency in maths, reading, and vocabulary.</p> <p>EEF trials of same-day intervention found improved pupil confidence and readiness for subsequent lessons. Schools report pupils “keep up, not catch up,” preventing widening gaps.</p>	<p>1, 2</p>

<p>Pre-teaching and post-teaching of key concepts and vocabulary.</p> <p>Teacher-Led Interventions & HLTA-Led Greater Depth Groups Teachers deliver targeted interventions for pupils at risk of falling behind; HLTAs lead Greater Depth groups to stretch high-attaining disadvantaged pupils.</p> <p>Precision Phonics & Reading Support Daily phonics catch-up, fluency practice, and scaffolded comprehension using decodable books matched to current GPCs.</p> <p>Targeted Maths Support Use Flashback 4 retrieval starters, manipulatives, and reasoning stems in small groups to secure fluency</p> <p>Intervention impact tracked half-termly through pupil progress meetings and governor reports</p>	<p>Research from Bedrock Learning and Alex Quigley's Vocabulary Gap shows pre-teaching vocabulary narrows attainment gaps. NHS guidance also recognises pre-teaching vocabulary as an effective intervention for pupils with language needs.</p> <p>The EEF Teaching Assistant Interventions toolkit shows structured TA/HLTA-led programmes add +4 months progress when linked to classroom learning. Ambition Institute research highlights impact is maximised when interventions are evidence-based and teacher-directed.</p> <p>The EEF Phonics review shows systematic phonics adds +5 months progress, especially for disadvantaged pupils.</p> <p>The EEF Improving Mathematics in Key Stages 2 guidance recommends manipulatives, structured reasoning, and targeted intervention as high-impact strategies.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 25, 513. 77

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Daily meet-and-greet routines and breakfast provision to ensure readiness to learn.</p> <p>Attendance mentoring and early communication with families to reduce persistent absence.</p> <p>Uniform/equipment support to remove practical barriers.</p>	<p>The EEF Parental Engagement review shows positive communication and mentoring can improve attendance and outcomes. DfE guidance highlights breakfast provision improves punctuality and readiness to learn.</p>	<p>3, 4, 5</p>
<p>Whole-school implementation of <i>Zones of Regulation</i> to support self-regulation.</p> <p>Trauma-informed practice and restorative approaches to rebuild trust</p> <p>Regulate Ready Club and sensory provision for pupils with additional needs.</p>	<p>The EEF Social & Emotional Learning review finds SEL programmes add +4 months progress. Research shows trauma-informed practice improves engagement and reduces behavioural incidents.</p>	<p>3</p>
<p>Weekly assemblies promoting OPAL play to provide purposeful, inclusive play opportunities that build resilience and cooperation.</p>	<p>Case studies from OPAL schools show reduced behavioural incidents and improved cooperation. The EEF Arts Participation review finds enrichment activities add +3 months progress, particularly for disadvantaged pupils.</p>	<p>3</p>

<p>Develop a whole-school approach to identifying and supporting pupils with Emotionally Based School Avoidance (EBSA). This includes early identification of risk factors, personalised support plans, parental engagement, and trauma-informed strategies to reduce anxiety around attendance. Staff will receive training to recognise EBSA behaviours and implement graduated responses.</p>	<p>EBSA is recognised nationally as a key factor in persistent absence. The Children’s Commissioner’s Attendance Audit (2022) found that 1 in 4 children were persistently absent, with EBSA linked to anxiety and wellbeing needs. The SEND Code of Practice emphasises that emotional and mental health needs must be addressed to secure equitable access to education. The EEF Social & Emotional Learning review shows SEL programmes add +4 months progress, and trauma-informed practice improves engagement and reduces behavioural incidents.</p>	<p>3, 4, 5</p>
<p>Flexible communication methods (Dojo, Arbor, phone calls, SEND cafés).</p> <p>Curriculum workshops and simplified guidance to support home learning Translation support for families with language barriers</p>	<p>The EEF Parental Engagement review shows strengthening home-school partnerships adds +4 months progress, especially when support is practical and accessible.</p>	<p>4, 5</p>
<p>Trips, clubs, and cultural experiences offered cost-neutrally to all pupils.</p> <p>Outdoor, creative, and experiential learning opportunities linked to curriculum</p>	<p>The EEF Arts Participation and Outdoor Adventure Learning reviews show enrichment improves confidence, motivation, and academic outcomes.</p>	<p>5</p>

Total budgeted cost: £ £99963.77

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Impact July 2025
<p>Writing To improve attainment in writing for disadvantaged children so that it is in line with maths and reading nationally</p>	<p>Internal tracking shows disadvantaged pupils are broadly in line with peers in writing at EYFS, KS1 (Y2), and KS2 (Y6). However, PP pupils in Y1 and Y5 are below peers in writing.</p> <p>In reading and maths, PP pupils are weaker in Y1, but broadly in line in Y3–Y5, with gender gaps evident (PP girls weaker in maths at Y5 and Y6).</p>
<p>Maths To improve outcomes for disadvantaged girls in maths</p>	<p>At KS1, 100% of girls, including disadvantaged, achieved expected standards in maths, though fewer reached GDS.</p>
<p>Attitudes towards learning To engage disadvantaged children's parents to improve pupils' attitudes to learning.</p>	<p>This is an ongoing outcome for us, however through some strengthened parental engagement, disadvantaged pupils are demonstrating improved confidence, resilience, and motivation in their learning. Some parents are becoming active partners, supporting home routines and reinforcing school priorities. This has led to better attendance, readiness to learn, and more positive attitudes in class, ensuring equity and high expectations for all</p>
<p>Gaps in learning To provide a personalised learning programme for disadvantaged pupils joining the school in Y4/Y5/Y6 to address gaps in their learning.</p>	<p>Personalised learning programmes have been devised and implemented for all disadvantaged pupils joining the school. This supports teachers in addressing gaps in learning and support the children to bridge those gaps.</p>
<p>Experiences Target opportunities to disadvantaged children in school such as; careers week, school performance, range of clubs, sporting opportunities, maths challenge, JCB</p>	<p>An increased number of disadvantaged children took part in careers week, the school performance and sporting opportunities.</p>

Externally provided programmes

Programme	Provider
Moo Music	Moo Music Burton-on-Trent
The Music Partnership	Derbyshire County Council
Dyslexia Tutor	Julie Satur – Peak Dyslexia Practice
OPAL (Outdoor Play and Learning)	OPAL Primary Programme

Service pupil premium funding (optional)

<i>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</i>
Core subjects (phonics, reading maths and literacy) small group tuition: Provided extra support through a range of teaching strategies such as tutoring 1:1 or small groups support.
The impact of that spending on service pupil premium eligible pupils
Accelerated progress across the curriculum. Mastery of core objectives. Reading ages/phonics scored increased significantly.

Further information (optional)