

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ash Grove Primary Academy
Number of pupils in school	260
Proportion (%) of pupil premium eligible pupils	35.7%
Academic year/years that our current pupil premium strategy plan covers	2024-2027 Current Year 2024/25
Date this statement was published	05.09.24
Date on which it will be reviewed	05.09.25
Statement authorised by	K Gawthorp
Pupil premium lead	Jessica Applegarth
Governor / Trustee lead	Claire Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,836
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£139,836

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium funding is additional funding provided to the school, based on the number of pupils who are receiving or have received Free School Meals (FSM) within the last six years, for Looked After Children and for children whose parents are in the armed forces.

It is additional funding given to schools in order to address the inequalities between those children eligible for free school meals and their peers. It is our duty to use the Pupil Premium funding effectively in order to raise achievement and diminish the difference between these children and their peers both at a school and at a national level.

At Ash Grove Primary Academy our main priority is to make sure that all children have access to high-quality teaching and to ensure there are strong systems in place to monitor teaching and learning. The curriculum at Ash Grove has been designed and developed from the National Curriculum and we have used research from Christine Counsell, Chris Quigley, Mary Myatt, Tom Sherington, Chris Quigley and Rosenshine's principles so our children have the best pedagogical approaches based on cognitive load theory. Teachers have access to high quality CPD that is planned effectively around research and is ongoing including appropriate tasks and coaching to enable them to have the right skills and knowledge. If and when any children experience barriers to their learning bespoke intervention is implemented swiftly and again monitored carefully by staff.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils attend school less often and so miss important parts of the curriculum.
2	Not enough disadvantaged pupils acquire the early reading skills that they need quickly enough.
3	Not enough disadvantaged pupils retain the basic knowledge and skills in mathematics that they need to apply to ever more complex problems.
4	Children enter school with limited language. Language development over time is weak, leaving children to have a vocabulary gap compared to their peers.
5	Children have limited knowledge and understanding of the world and they do not have access to cultural capital and knowledge.

6	Pupils writing skills are not well developed; their vocabulary, grammar and writing stamina impacts on how well they achieve at writing.
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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
Attendance for disadvantaged pupils is high or improving rapidly.	Attendance for disadvantaged pupils is 95% or more.
More disadvantaged pupils achieve a pass in the phonics screening check at the end of Year 1.	More than 80% of disadvantaged pupils achieve a pass in the phonics screening check at the end of Year 1 and those taking a retake in Year 2 pass.
More disadvantaged pupils achieve 25 or more in the Year 4 multiplication tables check and more disadvantaged pupils achieve the expected standard in mathematics KS2 tests.	More than 60% of disadvantaged pupils achieve 25 or more in the multiplication tables check. More than 75% of disadvantaged pupils achieve the expected standard in mathematics.
Disadvantaged pupils are able to articulate their understanding of their learning and use associated vocabulary to progress their learning.	Disadvantaged pupils are exposed to explicit teaching of vocabulary so they develop subject specific tier 2&3 language. The gap between disadvantaged pupils and pupils nationally will reduce across all core curriculum areas.
Disadvantaged pupils have access to powerful knowledge and cultural capital so that they develop the knowledge, understanding and vocabulary in line with non-pupil premium pupils nationally.	Disadvantaged pupils have access to extra-curricular activities and enhancements, including residential visits, to enhance their understanding of the world. They have access to pedagogic practice that supports the development of long-term memory. Disadvantaged pupils access powerful knowledge through a carefully planned curriculum so that they reach cumulative end points in every subject.
Attainment between disadvantaged and pupils nationally for writing is closed.	Outcomes in internal and external assessment demonstrate improvement for the disadvantaged pupils in writing, ensuring they are better prepared to apply these skills across the wider curriculum.

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: 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD - all staff on best pedagogical approaches based on research.	Pedagogical approaches based on cognitive load theory, (Rosenshine, Sherrington) MARGE theory (Shimimura). EEF best practice Quality First Teaching.	2, 3, 4 & 6
CPD - all staff RWI including support from Trust lead	DFE approved programme for synthetic phonics for the teaching of early reading and to support pupils to catch up who did not achieve phonic screening at the end of KS1.	2, 3, 4 & 6
CPD - upper KS2 Staff RWI Fresh Start	Proven approach to teaching synthetic phonics to children in UKS2 to develop fluency in reading.	2, 3, 4 & 6
Kinetic Letters	Handwriting EEF best practice Quality First Teaching.	6
English & RWI leaders continue to meet with Trust Leads to ensure training is kept up to date with latest research & is shared effectively with all staff	Research-informed approach to the planning and implementation of a new Trust English curriculum. RWI – see above.	2, 4 & 6
Maths leader continues to meet with Trust Leads to ensure training is kept up to date with latest research & is shared effectively with all staff	DFE approved approach to mastery maths being delivered through the Yorkshire and Humber Maths Hub.	3
Additional training provided for ECT to support teaching of pedagogic approaches to writing and reading.	Research-informed training from Trust Leaders. Support from Calderdale & Kirk- lees Teaching Hub.	2, 3, 4 & 6
Additional training to support curriculum subject leaders with the development of pedagogical approaches to be employed across the school.	New Trust Curriculum being designed by specialists across the Trust to ensure all children have access to an aspirational curriculum that goes beyond the National Curriculum.	2, 3, 4 & 6

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Booster Groups	To help prepare and support children in accessing end of Key Stage 2 SATs- EEF- Extending School Time	4 & 6
Bespoke teaching by experienced teacher	EEF- making best use of Teaching Assistants	2, 3, 4, 5 & 6
RWI 1:1 tuition	DfE approved programmes of learning for synthetic phonics	2
RWI Catch Up Session	DfE approved programmes of learning for synthetic phonics	2
Delivery of RWI Fresh Start	DfE approved programmes of learning for synthetic phonics	2
Maths Multiplication 1:1 Tuition	EEF research-based document- Making best use of Teaching Assistants	3
Kinetic Letters small group & 1:1 Tuition	EEF research-based document- Making best use of Teaching Assistants	6
Pre-Teaching	EEF research-based document- Making best use of Teaching Assistants	2, 3, 4, 5 & 6
Timetabled support staff to ensure effective delivery of RWI groups/Catch Up Groups	EEF Research/DfE approved programmes of learning for synthetic phonics	2

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

Budgeted cost: £34,836

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	EEF- Pupil Premium Guide	1, 2, 4 & 5
Home Support Visits for attendance from Learning Mentor.	EEF- Parental engagement	1
Trust EWO employed to support attendance.	EEF- Parental Engagement	1
Pastoral Care and support in school	EEF Blog- Social and Emotional Learning	All

provided by Learning Mentor		
Resources for Merlins (pastoral) provision	EEF Blog- Social and Emotional Learning	All
Behaviour improvement/incentive strategies delivered by Learning Mentor	EEF-Improving behaviour in schools	All
Attendance improvement/incentive strategies delivered by Attendance Officer		1
Trips, Visits & Residentials	EEF- Enrichment	All

Total budgeted cost: £139,836