

Ash Grove Primary Academy Pupil Premium Impact Statement 2024-2025

This statement details the strategic and successful use of the Pupil Premium funding of £137,522 for the 2024-2025 academic year. Given our context of high deprivation, a high percentage of children with SEND needs, and pupils entering school well below age-related expectations, our strategy was focused on a holistic approach. We are pleased to report that our objectives have been met and the funding has had a measurable positive impact on the attainment, progress, and well-being of our disadvantaged pupils.

Key Outcomes and Impact

Attainment between Pupil Premium and non-Pupil Premium Pupils

Despite the significant challenges, a core objective was to diminish the attainment gap. The data for Ash Grove demonstrates remarkable success in this area, particularly in GLD and Multiplication Checks. The funding was used to ensure that teaching is strong across all classes and that staff are assigned and trained to provide targeted support. This included focused pupil progress meetings and small group tutoring with qualified, research-trained staff. The excellent results in areas such as Good Level of Development are a direct result of these research-driven implementations and teaching methods.

- **Good Level of Development (GLD) at EYFS:** The attainment gap has been effectively eliminated and reversed, with disadvantaged pupils achieving a GLD of 73%, which is 2% higher than the full cohort (71%). This is a particularly impressive achievement given the low starting points of many of our pupils.
- **Phonics:** By the end of Year 2, there is a minor gap of 8 percentage points (94% full cohort and 86% disadvantaged) for children passing Phonics either in Year 1 or Year 2 retakes. This is another area of significant success.
- **Multiplication Checks (MTC) in Year 4:** This is an area of significant success. Our disadvantaged pupils achieving full marks was 45%, outperforming the full cohort by 11 percentage points (34%). The gap for pupils achieving 20+ marks is minimal at 1 percentage point (74% full cohort & 73% disadvantaged).
- **Key Stage 2:** While gaps remain at the end of Key Stage 2 (e.g; KS2 Maths at 22 percentage points), the strong performance in foundational skills like GLD and Multiplication Checks shows that our interventions are building a solid base for future

Improved Attendance

The school's dedication to working with parents—including regular meetings with our Education Welfare Officer and the work of our Attendance Officer—has been key to improving attendance and punctuality. By closely monitoring students with persistent absences or those at risk of them, we have reduced extended absences, making sure students are in school and prepared to learn.

Cultural Capital and Knowledge

The funding was vital for tackling the lack of knowledge and understanding many students had about the world. By expanding the curriculum to include more after-school clubs and affordable trips, we provided enriching experiences for students who receive pupil premium, directly counteracting the effects of deprivation. This has given them a broader perspective and a stronger base for their education.

High-Quality Teaching and Learning

The funding has been used to ensure that teaching in all classes is strong and that staff are deployed to provide targeted support. This includes focused pupil progress meetings and small group tuition with qualified, research-trained staff. The outstanding results in GLD and Multiplication Checks are a direct testament to the effectiveness of these pedagogical approaches.

6. Conclusion

In the 2024–2025 school year, Ash Grove Primary Academy successfully navigated the specific challenges of our school context. Our strategic use of Pupil Premium funding led to measurable and often excellent results for our disadvantaged students. By closing and reversing attainment gaps in key areas like the Good Level of Development, we've shown the effectiveness of a comprehensive, research-based approach that addresses not only academic needs but also the well-being and social and emotional growth of every child. We are extremely proud of our students' accomplishments and are determined to continue this success.