

Pupil Premium Impact Statement 2025–2026

School Context

Ash Grove Primary Academy operates within a context where the proportion of disadvantaged pupils is above national average figures. Many of our disadvantaged children face complex, overlapping barriers to their learning. A significant number of these pupils have Special Educational Needs and Disabilities (SEND) alongside Social Care involvement, requiring targeted pastoral, emotional, and academic interventions. For the 2025–2026 academic year, our allocated Pupil Premium funding of £139,836 was strategically deployed to remove these barriers, enhance well-being, and raise attainment across all key stages.

Strategic Interventions and Provision

- **Communication and Language Development:** The Wellcom screening tool has been fully utilised across the school. It successfully supported the early identification of children who experience speech, language, and communication difficulties, enabling precise referrals and directed support from the Trust Speech and Language Therapist (SALT).
- **Early Literacy and Handwriting:** Read Write Inc. has continued to be delivered with high fidelity, enabling children to have a strong start to their reading journey. In addition, Kinetic Letters has been implemented to show clear impact and progress in handwriting and physical movement for all children.
- **Attendance and Wraparound Care:** Offering a free breakfast club to our disadvantaged pupils, alongside targeted morning maths boosters, has directly supported us in improving attendance and raising maths attainment across the school.
- **Enrichment and Cultural Capital:** There has been a wide range of extra-curricular activities and enhancements provided, including residential visits, which have been highly attended by Pupil Premium pupils. These experiences have successfully fostered social-emotional resilience, confidence, and broad experiences beyond the classroom.

Academic Outcomes and Data Headlines

Key Stage 2 Performance

- **Combined Reading, Writing, and Maths:** 50% of disadvantaged pupils achieved the expected standard compared to 76% across the whole school cohort. No disadvantaged pupils reached the higher standard, compared to 5% across the whole cohort.
- **Reading:** 58% of disadvantaged pupils reached the expected standard with an average scaled score of 102.3, and 25% achieved the higher standard. Across the whole school, 82% achieved the expected standard with an average scaled score of 107.9, and 47% reached the higher standard.
- **Writing:** 50% of disadvantaged pupils achieved the expected standard, with 0% reaching greater depth. This compares to 84% expected and 5% greater depth for the whole school cohort.
- **Maths:** 50% of disadvantaged pupils reached the expected standard with an average scaled score of 98.60, while 17% reached the higher standard. Across the whole school, 82% achieved the expected standard with an average scaled score of 107.1, and 39% reached the higher standard.
- **Grammar, Punctuation, and Spelling (GPS):** 67% of disadvantaged pupils achieved the expected standard with an average scaled score of 101.5, and 8% reached the higher standard. Across the whole school, 84% achieved the expected standard with an average scaled score of 105.9, and 26% reached the higher standard.

Multiplication Tables Check (MTC)

- 36% of the disadvantaged Year 4 cohort scored full marks, achieving an average score of 18.30 out of 25. Whole-school performance saw 34% of pupils score full marks, with an average score of 19.60.

Early Years Foundation Stage (EYFS) & Early Phonics

- **EYFS Good Level of Development (GLD):** 25% of disadvantaged pupils (1 out of 4 pupils) achieved a Good Level of Development, compared to 70% across the whole school. Disadvantaged pupils achieved an average of 5.00 early learning goals at the expected level compared to 13.70 for the whole cohort.

- **Phonics Screening Check:** 92% of disadvantaged Year 1 pupils passed the check, outperforming the whole school average of 91%. By the end of Year 2, 79% of disadvantaged pupils passed the check, compared to 90% across the whole cohort.

Key Priorities for Next Year

- **Mathematics:** Work in school next year will focus heavily on mathematics, ensuring children securely know, understand, and recall key instant recall facts (KIRFs).
- **Writing:** Focused teaching and targeted interventions will be implemented to strengthen English grammar, spelling, and punctuation skills across all year groups.
- **Reading:** Targeted support will focus on bridging the critical transition from Key Stage 1 to Key Stage 2, with an emphasis on reading fluency, prosody, and speed. Building on the strong foundation of Read Write Inc., structured fluency interventions will ensure children move seamlessly from decoding to confident comprehension, sustaining reading engagement and attainment as they enter Lower Key Stage 2.