

Pupil premium strategy statement 2025 - 2028

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	Ashby Hastings Primary
Number of pupils in school	149
Proportion (%) of pupil premium eligible pupils	11.4% (17 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Rachel Mckeown
Pupil premium lead	Rachel Mckeown
Governor / Trustee lead	Charlotte Owen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,555
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£24,555

Part A: Pupil premium strategy plan

Statement of intent

At Ashby Hastings Primary School, we have high aspirations and expectations of all of our pupils irrespective of their background or the challenges they face. We are committed to ensuring each individual achieves their true potential. It is our priority to remove barriers to learning and help our children develop the skills necessary for them to achieve success throughout their lives.

We are committed to ensuring the achievement of pupils who are eligible for Pupil Premium is equal to the achievement of non-eligible pupils. We, as a school, are able to determine how best to use the Pupil Premium grant to support pupils and raise education attainment; we have planned an overall package of support that is aimed to tackle a range of barriers as specified below.

High quality learning and teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our ultimate priorities are to:

- act early to intervene at the point need is identified.
- adopt a whole school approach where all staff take responsibility for disadvantaged pupils.
- to ensure that all pupils in receipt of pupil premium make good progress to ensure that they are either working at age related expectations or making accelerated progress to ensure the gap is narrowing.

In order to achieve our objectives and overcome identified barriers we will ensure:

- staff are provided with high quality CPD to ensure all pupils access quality first teaching.
- provide targeted intervention for all pupils to participate in learning including the use of small group work and 1:1 tuition.

This is regularly reviewed and strategies will be adapted to meet the needs of individuals.

Key Principals:

Through a combination of high-quality teaching, targeted small groups and one-to-one support and a focus on the development of the whole child, we will nurture and support all pupils to take pride in their individual achievements, encouraging them to

contribute to lessons and wider school life. We aim to improve the outcomes for our vulnerable and disadvantaged children in all areas of the curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Gap in attainment between pupil premium pupils and non-pupil premium pupils in Maths, Reading and Writing.
2	The gap between the attendance of pupil premium pupils is at risk to be lower than that of non-pupil premium pupils.
3	Experience of key life skills and experiences due to low stimulation outside of school and limited experiences.

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
To narrow the attainment gap between pupil premium children and their peers through high quality teaching and well planned for interventions.	<ul style="list-style-type: none"> - Gap between pupil premium pupils and non-pupil premium pupils narrows in GLD at the end of EYFS. - Gap between pupil premium pupils and non-pupil premium pupils narrows in the expected standard in Year 1 Phonics Screening. - Class teachers to have high level of knowledge of individual children's steps. - Phonics scheme to continue to be embedded. - All class teachers to be trained in our Soundwrite phonic scheme. - SENCO and Pupil Premium lead to work closely to support SEND pupil premium pupils in making progress.
Reduce the gap in % attendance between disadvantaged and non-disadvantaged pupils. Reduce the percentage of disadvantaged pupils	<ul style="list-style-type: none"> - Gap between whole school and Pupil Premium attendance is narrowed. - Reduce the percentage of disadvantaged pupils who are

<p>who are persistently absent vs nondisadvantaged pupils.</p>	<p>persistently absent vs non-disadvantaged pupils.</p> <ul style="list-style-type: none"> - Parents to feel supported and informed of how their child is being supported in all areas of school life. - Breakfast club spaces offered to pupil premium pupils to ensure punctuality.
<p>For all pupils to have the opportunity to take part in enhanced activities and to experience all opportunities offered by the school.</p>	<ul style="list-style-type: none"> - All pupil premium pupils to attend a school visit each year. - Pupil premium pupils invited to lunchtime and afterschool clubs. - An increase in numbers of pupils attending sporting events and playing musical instruments. - Trips, visits and clubs to be subsidised so pupil premium children have the same opportunities and experiences as others.

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: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>For relevant staff to receive training to deliver Sounds-write phonics scheme effectively for whole class teaching and smaller intervention groups.</p>	<p>'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1</p>
<p>Relevant CPD opportunities for all staff linked to Key Stage.</p>	<p>'Once early years provision is in place, efforts to improve the quality of provision – for example by training staff – appear to be more promising than simply increasing the quantity of provision by providing extra hours in the day, or by changing the physical environment of early years settings.'</p> <p>Early Years EEF (educationendowmentfoundation.org.uk)</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>To address the specific needs of each child on an individual basis, to ensure that support and provision is personalised to meet the</p>	<p>Evidence to support the impact of quality first teaching and targeted support.</p>	<p>1</p>

barriers to learning for each child.	Using pupil premium EEF (educationendowmentfoundation.org.uk) Evidence to support closing the gap: EEF Attainment Gap Report 2018.pdf (educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £22,305

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher led intervention in small groups	'Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds'. Small group tuition EEF (educationendowmentfoundation.org.uk)	1
LSA led intervention 1:1 or in small groups	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1
WellComm screening and intervention for pupils in Reception to identify early language concerns	Research based evidence: Early screening and subsequent intervention of pupils with delayed language skills. Oracy programmes and curriculum enhancement have a high impact on pupil outcomes (+6 months). EEF Oral Language	1

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

Budgeted cost: £750

Activity	Evidence that supports this approach	Challenge number(s) addressed
To enhance pupils education by supporting with	Using pupil premium EEF (educationendowmentfoundation.org.uk)	2 / 3

costs towards school trips and visits.		
To support with costs for Breakfast Club.	<p>"Breakfast club schools also saw an improvement in pupil behaviour and attendance".</p> <p>Magic Breakfast EEF (educationendowmentfoundation.org.uk)</p>	2 / 3
To support other family needs. E.g. support purchasing school uniform.	<p>School uniform EEF (educationendowmentfoundation.org.uk)</p>	2 / 3
Improve parental engagement of disadvantaged pupils through regular contact and parent survey	<p>Research based evidence The EEF recommends that schools tailor communications to encourage positive dialogue about learning. The EEF recommends that reviewing and monitoring their activities to check that they are having their intended impacts. EEF Parental Engagement Guidance Report</p>	2/3

Total budgeted cost: £24,555

Part B: Review of the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Intended outcome 1 of 2024/2025 strategy:

To narrow the attainment gap between pupil premium children and their peers through high quality teaching and well planned interventions.

Early Years Foundation Stage Good Level of Development	
Ashby Hastings Disadvantaged	50%
Ashby Hastings Non-disadvantaged	79%

This equates to 1 out of 2 disadvantaged pupils achieving EYFS GLD. As numbers are relatively small, this will continue to be monitored.

Year 1 Phonics Screening Check	
Ashby Hastings Disadvantaged	75%
Ashby Hastings Non-disadvantaged	100%

This equates to 3 out of 4 disadvantaged pupils meeting the Phonics screening threshold. As numbers are relatively small, this will continue to be monitored.

Intended outcome 2 of 2024/2025 strategy:

To see an increase in attendance for our pupil premium children as well as a decrease in persistent lateness.

Attendance	%
Ashby Hastings Disadvantaged	92.7%
Ashby Hastings Non-disadvantaged	94.8%

5 out of 12 disadvantaged pupils improved their attendance from the previous year.

5 out of 12 disadvantaged pupils had a late mark (arriving after the registers close) in the academic year 2024/25. No disadvantaged pupils had persistent lateness.

Attendance will continue to be monitored.

Intended outcome 3 of 2024/2025 strategy:

For all pupils to have the opportunity to take part in enhanced activities and to experience all opportunities offered by the school.

All disadvantaged pupils participate in extra-curricular activities on offer throughout the year.

Externally provided programmes

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

Programme	Provider
Times Table Rockstars	Maths Circle Ltd
Phonics Training	Soundwrite
NTS	Rising Stars
Wellcomm	GL Assessments

