

# Pupil premium strategy statement – Ashfield Primary School



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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Daniel Beech
Pupil premium lead	Daniel Beech
Governor / Trustee lead	Mark Rhodes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,632.40
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£61,632.40</b> (£62,582.62 total spend including £950.22 school contribution)



## Part A: Pupil premium strategy plan

### Statement of intent

At Ashfield Primary School we have high aspirations and ambitions for our children. We want **all** our learners to feel that they belong and have equal opportunity to reach their full potential both academically and socially.

Children will be encouraged to work responsibly and independently. The aim is for each child to have high self-esteem and be able to move with confidence to the subsequent stages of their education. The targeted and strategic use of Pupil Premium will support us in achieving these aims:

- improve the attainment of disadvantaged pupils and close the gap with their non-disadvantaged peers,
- ensure all pupils, regardless of background, make good progress and achieve high attainment across all subject areas,
- provide high-quality teaching, focusing on areas where disadvantaged pupils need the most support,
- use evidence-based approaches, often guided by the Education Endowment Foundation (EEF) toolkit, to ensure effectiveness,
- address all barriers to learning, such as poor attendance, behaviour, and social-emotional wellbeing issues,
- ensure disadvantaged pupils have access to the full breadth of the curriculum and wider enrichment activities, such as school trips and afterschool clubs, to build cultural capital.

### Core Principles

- **Whole-School Responsibility:** All staff take responsibility for the outcomes and experiences of disadvantaged pupils.
- **Active Engagement:** Establishing strong relationships with pupils and families so that any barriers to learning are deeply understood to inform actions and strategies.



- **Data-Driven Approach:** Strategies are based on robust diagnostic assessments of individual needs and barriers.
- **Early Intervention:** Acting early to intervene as soon as a need is identified.
- **Benefiting All Pupils:** Many whole-school strategies (e.g., high-quality teaching, improved professional development for staff) benefit non-disadvantaged pupils as well, sustaining and improving their attainment alongside their peers.

We are focused on delivering a broad and balanced curriculum that equips children with the key foundational knowledge and skills for Reading, Writing and Mathematics, recognising that the legacy of Covid continues to have a negative impact on our pupils and families especially in terms of mental health, wellbeing and attendance.

Ashfield is a one form entry primary school. The school serves an area with high levels of deprivation. The latest available data (2025), shows our locality is more deprived than most neighbourhoods in Leeds and England - 81% of neighbourhoods in England are less deprived).

Deprivation indices show that, with the exception of living environment, Ashfield is situated in an area significantly more deprived than most areas in Leeds and England. Despite this, our overall number of families eligible for Pupil Premium is broadly in line with national averages

### **The Key Contextual Factors are:**

- Eligibility for Free School Meals 15.2% - below the national average of 25.7%
- Children on the SEND register in line with national average – 16%
- Pupil base and school location deprivation indicators are well above national averages despite lower than average FSM eligibility.
- Overall attendance (96.1%) is slightly above both National and Local Authority averages and is in line with our attendance baseline improvement expectation. There are considerably fewer suspensions or exclusions than the National average.

## **Challenges**

This details the key challenges to achievement that we have identified

among our disadvantaged pupils.



Number	Detail of challenge
1	<b>Improving Resilience</b> – Our disadvantaged pupils have lower levels of resilience when approaching learning. This is detrimental to progress.
2	<b>Improving Achievement</b> - Pupil achievement for disadvantaged pupils across the school needs to be improved. Disadvantaged Pupils do not achieve as well as their peers. This includes improving provision for pupils who are disadvantaged pupils and have SEND needs.
3	<b>Improving Attendance</b> - All pupils Autum '25 – 96.1%, Disadvantaged pupils 92% (decline and below similar schools)
4	<b>Improving language skills</b> – disadvantaged pupils have weaker Language and Communication skills with a smaller number of words learned on entry.
5	<b>Improving provision for wider development</b> - Ensuring that pupils have access to rich opportunities beyond the curriculum so that they enjoy their learning, feel motivated and aspire to achieve well and access experiences which support them to develop socially, emotionally and personally.



## 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
1. Improved levels of resilience when approaching learning	Barriers to pupil learning behaviour and self-esteem will lessen.
2. Progress in reading, writing and mathematics	Disadvantaged pupils achieve well in line with starting points and needs. Progress is accelerated across the year. Pupils attain a GLD in the EYFS and pass the PSC in year 1 or 2.
3. Disadvantaged pupils' attendance is good or better	Attendance of disadvantaged pupils improves, gap narrows and is at least in line with similar schools. PA reduces as a result of targeted support.
4. Disadvantaged pupils demonstrate language skills that are improved relative to their peers	NELI /RWI assessments at the end of the year will show that the gap has narrowed.
5. Disadvantaged pupils have access to rich experiences across and beyond the curriculum.	Opportunities expanded and participation of disadvantaged pupils is high.



## Activity in this academic year

This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5184.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc targeted Synthetic Phonics Programme and assessment tools Cost: £3,478	<a href="#">Phonics   FEE</a>	2, 4
Booster Sessions in Y5/6 targeted at disadvantaged pupils to support secondary readiness Cost: £3412.80	<a href="#">Small Group Tuition   FEE</a>	2, 4

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



Budgeted cost: £16,162.72

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI intervention – staffing to deliver Cost: £6132.70	<a href="#">Communication and language approaches   EEF</a>  <a href="#">Strong foundations in the first years of school - GOV.UK</a>	1, 4
Additional Staff capacity in EYFS/KS1 for interventions to support stronger start to school Cost: £9,413.82	<a href="#">TA Interventions   EEF</a>	2, 4
Specific maths support for particular child £616.20	<a href="#">TA Interventions   EEF</a>	2

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



Budgeted cost: £39,529.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding to support educational visits and Residential Cost: £500	<a href="#">Outdoor adventure learning   EEF</a>	3, 5
Learning Mentor – universal and targeted support for disadvantaged pupils and families – focus on attendance and wellbeing. Cost: £30,613	<a href="#">Working with Parents to Support Children's Learning   EEF</a>  <a href="#">Supporting attendance   EEF</a>	1, 3, 5
OPBC Cluster Contribution Cost: £7,021.46	Providing counselling support for vulnerable pupils who have suffered trauma and adverse childhood experiences. Family support	1, 3
Gross Motor Skills intervention (Staffing) Cost: £1394.64	<a href="#">TA Interventions   EEF</a>	1, 2, 5

**Total budgeted cost: £62,582.62**

## Part B: Review of the previous academic year



### Outcomes for disadvantaged pupils

#### KS2 outcomes

##### Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	-	-	46%	-	68%	-	-	Not applicable
2025	5	40%	47%	Small cohort	69%	-29	Suppressed	-
2024	10	0%	46%	Below (sig-)	67%	-67	Not available	-
2023	-	-	44%	-	66%	-	-	-

There was significant progress in supporting disadvantaged pupils in the plan and the published data backs up the progress made. Despite this, the plan did not sufficiently close the gap to national of disadvantaged pupils. The new leadership team have re-prioritised this for the new strategy starting this year.

The main gap is in disadvantaged pupils' performance in maths which is also being address via the School Improvement Plan.

#### Y1 Phonics

33% of our disadvantaged pupils passed the PSC in Y1 in 2025. Which is below national for this figure. 50% of the disadvantaged pupils who re-took the PSC in Y2 passed but the 1 child did not pass has significant SEND and now has an EHCP.

#### EYFS GLD

25% of our disadvantaged pupils achieved GLD in 2025 compared to 52% of disadvantaged pupils nationally and 74% of our non-disadvantaged pupils

Taken together, these outcomes have refocused our work on closing the attainment gap in our new strategy

#### Attendance

The attendance gap for disadvantaged pupils has not closed sufficiently – the new leadership team have re-prioritised this in this new strategy

#### SEMH



Internal behaviour/pastoral data and pupil voice suggests that this outcome was successfully met under the previous plan and has not been carried over at this time but will be closely monitored.

## Externally provided programmes

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

Programme	Provider