

Pupil Premium Strategy Statement

Ashgate Primary School

Rolling 3-year cycle 2025/26 2026/27 2027/28

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	309
Proportion (%) of pupil premium eligible pupils	37.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	
Pupil premium lead	P Seargent & W Forte
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£ 172,710
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£172,710

Part A: Pupil premium strategy plan

Statement of intent

At Ashgate Primary School we strive to create an environment which gives all children the opportunity to explore and enrich their potential. We are committed to social equality and improving life chances for potentially vulnerable children. At Ashgate, we believe our school is a community and that it is vitally important that everyone is safe and happy within it. We aim to provide an environment in which our children are secure and confident, irrespective of race, gender, and religion, with equal opportunities for all.

Our current pupil premium strategy works towards its aims in a three-tiered approach:

- **Teaching**- all staff are trained to deliver a robust, engaging curriculum through quality-first teaching. Facilitating pupils' access to education and the curriculum.
- **Targeted intervention** – all children who need academic or emotional support are provided with alternative support and intervention within the school in a timely and effective manner.
- **Wider strategies** - identified vulnerable children are given non-academic opportunities and experiences to aid with their holistic development. Facilitating pupils access to enrichment and inclusion strategies.

All members of staff, governors and teaching assistants are committed to socio-economically disadvantaged pupils and ensuring we are meeting their pastoral, social and academic needs within the school environment. We are committed to 'diminishing any gap' between vulnerable pupils and their peers, the pupil premium forms a vital part of this process.

Challenges

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

Challenge number	Detail of challenge
1	High levels of pupils, notably on entry or early arrivals to the UK, where poorer/ underdeveloped oral language skills are evident. In older year groups this transfers into writing where there is evidence of weaker grammar and spelling that impacts on the overall quality of writing .
2	Increased social, emotional and mental health needs have been identified in an increasing number of our socio-economically disadvantaged children, impacting on their ability to engage and become confident successful learners.
3	Attendance concerns , while reducing, remain evident among socio-economically disadvantaged pupils (persistent absenteeism) and a small group of families exhibiting inconsistent engagement with education, often influenced by external circumstances or convenience.
4	Development of reading and phonics beyond the curriculum and at home for families lacking the skills, resources, or confidence to support learning, with a strong focus on pupils in the lowest 20% for reading. Limited reading outside school restricts vocabulary growth and makes transferring skills into writing more challenging.
5	Mathematics – limited foundational number skills, including multiplication, number facts, and place value understanding, create difficulties in applying knowledge to problem-solving tasks, particularly those involving two-step operations.

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. All pupils with underdeveloped oral language skills, including those newly arrived in the UK, will make accelerated progress in speaking and writing by July, enabling them to access the full curriculum confidently and produce high-quality written work in writing.	• Homework/reading records evidence access to reading beyond the curriculum and/or for those where home is unsupportive of reading beyond school, additional reading support from within school. • Observe that pupils across all key stages confidently use subject-specific language to explain their

	learning in different foundation subjects • Speech Link & Language link assessments (EYFS) meeting required level. • A minimum of 90% of pupils identified as disadvantaged to achieve at least ARE in reading and writing at year end. • Pupils in the lowest proficiency bands (A/B) will demonstrate increasing use of identified core academic vocabulary terms (linked to the curriculum) in conversational or short-written tasks.
2. Socio-economically disadvantaged pupils identified with social, emotional, and mental health needs will demonstrate improved engagement and resilience, supported through targeted interventions such as mentoring, nurture groups, and access to mental health resources.	• Pupils with SEMH needs attend school regularly and participate in classroom activities. • Reduction in incidents of withdrawal or disengagement during lessons. • Pupil voice surveys reflect increased feelings of safety, belonging, and confidence. • Pupils demonstrate progress in core subjects, evidenced by improved work completion and quality. • Increased participation in group tasks and collaborative learning.
3. Improve attendance for pupils identified as vulnerable to absence or punctuality concerns, fostering a culture of consistency and engagement.	• Records show targeted support (e.g., family liaison & DCC attendance framework) has led to sustained improvements. • Early intervention strategies reduce repeat cases of irregular attendance. • Fewer instances of pupils missing school for non-essential reasons, as tracked through attendance logs.

	Families demonstrate improved consistency in engagement with school activities and routines.
4. Pupils in the lowest 20% for reading will demonstrate measurable improvement in reading fluency and phonics, supported by home-reading programs and family engagement initiatives. Children from these families will be identified and supported within school and receive targeted reading interventions.	- At least 80% of pupils in the lowest 20% for reading demonstrate measurable progress in fluency and phonics (tracked through termly assessments). - Increased number of pupils meeting age-related expectations in reading. - Termly pupil progress meetings show teaching staff taking responsibility for disadvantaged outcomes and putting in steps to support individual children. - Evidence of regular home-reading recorded in reading logs for targeted pupils. - Pupils report increased enjoyment and frequency of reading outside school.
5. Pupils identified with gaps in basic number skills (including multiplication, number facts, and place value) will demonstrate secure understanding, evidenced by improved performance in problem-solving tasks involving two-step operations. Targeted interventions such as daily fluency practice and structured reasoning sessions will support this progress.	- At least 80% of targeted pupils demonstrate secure understanding of multiplication, number facts, and place value in termly assessments. - Daily fluency checks show consistent improvement in speed and accuracy. - Termly pupil progress meetings show teaching staff taking responsibility for disadvantaged outcomes and putting in steps to support individual children. - Achieve at least national progress scores in KS2 for disadvantaged pupils within Maths. - Pupils successfully solve two-step problems in end-of-term assessments with at least 70% accuracy. - Increased confidence in reasoning tasks observed during classroom activities.

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: £84,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual year group teaching of mastery mathematics requiring employment of 0.5 teacher to facilitate reduced spectrum of ability range in mixed year group classes.	- EFF findings identify that the teaching of mathematics by means of a 'mastery' approach has particular benefits for lower attaining pupils who lack the basic skills required to move on in their learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning - There is a correlation between pupils deemed disadvantaged and that of those who lack mastery in basic skills and knowledge require to make good or better progress. Their needs would be better met with a greater PAR where a focus on building blocks in mastery is not diluted by a wide differentiation spectrum (across 2 year groups). - An in-school review of the White Rose mathematics approach found that whilst indicators were that children benefitted from the mastery strategy, planning based on Assessment for Learning in single year groups would reduce the wide spectrum of abilities. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	C2 C5
Developing and resourcing continuous provision within Year 1/2 indoor environments	Small group tuition +4 months Evidence shows that small group tuition is effective and, some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	C1 C2 C3 C4 C5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Play-based learning +4 months Play-based interventions have been developed to support social, emotional or behavioural development of children. These programmes explicitly aim to improve social and cognitive skills by helping children learn how to play. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning Physical development approaches + 5 months Physical development approaches aim to improve young children's physical growth, skills and health. Activities in this area may be focused on a particular aspect of physical development, e.g. fine motor skills related to writing, or be more general, for instance, encouraging active outdoor play or integrating physical development approaches with other early years activities. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/physical-development-approaches Early Numeracy approaches +7 months Early numeracy approaches aim to develop number skills and improve young children's knowledge and understanding of early mathematical concepts. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches Self-regulation strategies +3 months The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies Social and emotional learning +4 months Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	
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	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
To provide disadvantage d pupils with SEND additional support in small group learning within class and the Hive	Collaborative learning +5 months The evidence indicates that groups of 3–5 is most effective for collaborative learning approaches – there are smaller positive impacts for both paired work and collaborative learning activities with more than 5 pupils in a group. There is also some evidence that collaborative learning approaches are particularly promising when used to teach science. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches Small group tuition +4 months Evidence shows that small group tuition is effective and, some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Metacognition and self-regulation approaches support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. +7 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	C1 C2 C3 C4 C5
KS2 Times Table Rockstars	Individualised instruction +4 months Providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	C5
Teachers to target disadvantaged	Individualised instruction +4 months Providing different tasks for each learner and support at the individual level. It is based on the	C1

children within writing sessions to achieve writing expectations	idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction • Small group tuition +4 months Evidence shows that small group tuition is effective and, some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Accelerated Reader programme from Y3-Y6	• Reading comprehension +6 months Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	C4
Specific teaching of reading comprehension skills y5/6	• Reading comprehension +6 months Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	C4

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

Budgeted cost: £69,615

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Structured small group teaching sessions within the EYFS setting delivered by trained staff to improve early reading and oracy 2x Targeted staff £11,156 (to complete academic year end)	• Internal entry baseline / observational and historic profile data identifies that children in EYFS with low oracy skills on entry underperform in phonics in Year 1 and do not readily reach potential in end of KS writing at greater depth, compared with non PP children. • Phonics + 5 months progress Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics • Early Years interventions + 5 months Evidence shows that small group tuition is effective and, some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition • Oral language interventions +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	C1 C3 C4
Highly skilled SEND practitioners to support named disadvantaged pupils within writing, reading and maths.	• Individualised instruction +4 months Providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction • Small group tuition +4 months Evidence shows that small group tuition is effective and, some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	C1 C2 C3 C4 C5

LSA pre/post teach interventions	• Teaching Assistant interventions + 4 months Targeted deployment, where teaching assistants are trained to deliver an intervention to individuals or small groups, to have a higher impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	C1 C2 C4 C5
HLTAs continue to implement and monitor the Speech Link & Language Link programme from FS2-KS1	• Oral language interventions +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions • Teaching Assistant interventions + 4 months Targeted deployment, where teaching assistants are trained to deliver an intervention to individuals or small groups, to have a higher impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions • EYFS communication and Language learning +6 months https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	C1

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

Budgeted cost: £18,845

Activity	Evidence that supports this approach	Challenge number(s) addressed
Drawing & Talking Therapy	• Social and emotional +4 months Interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	C2
ELSA support sessions	• Social and emotional +4 months Interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	C2

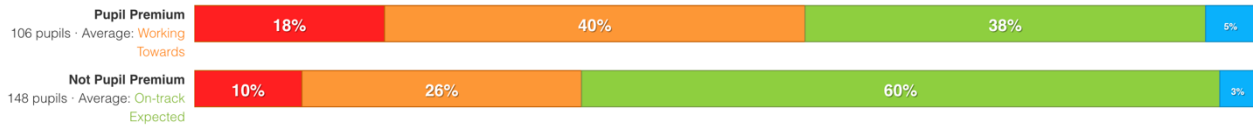
	evidence/teaching-learning-toolkit/social-and-emotional-learning	
Lunchtime support Zen Zone, Chatty Crafts, Reading Room for identified children	• Social and emotional +4 months Interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	C2
Celebration Days e.g. Creative Arts Week, Ashfest, Mental Health World Book Day	• Arts Participation + 3 months Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task. • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	C1 C2 C3
Early Birds breakfast Club	• Social and emotional +4 months Interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	C2 C3
Extra transition visits for targeted children	• Social and emotional +4 months Interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	C2 C3
Parent/Carer coffee mornings – Hub Club,	• Parental engagement +4 months Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider	C1 C2 C3

African Communities, MH, Wider communities	how to engage with all parents to avoid widening attainment gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Learning Mentor & Inclusion Lead to regularly support disadvantaged children	Social and emotional learning +4 months Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Behaviour Interventions +3months The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	C2
Forest Schools – whole class 6 weekly sessions	Physical activity +1 month https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity Metacognition and self-regulation approaches support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. +7 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	C2 C3

Total budgeted cost: £172,710

Part B: Review of the previous academic year

2024/25 Outcomes for disadvantaged pupils



Writing

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Maths

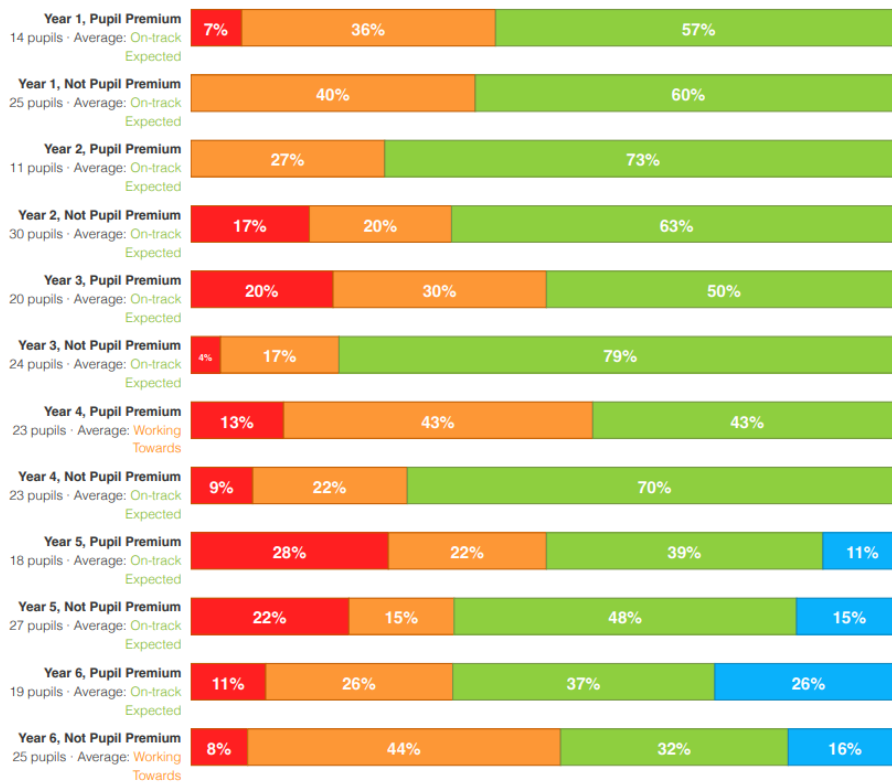
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Attainment Overview for All Pupils (from 2024-2025) - 2024-2025 Summer - Main Assessment

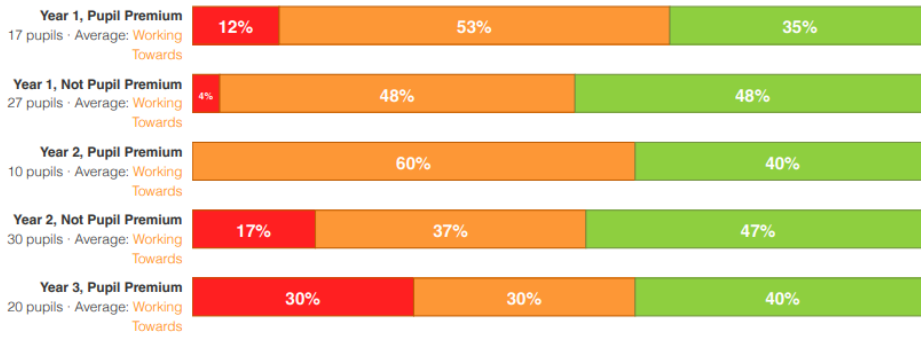
Reading

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Writing

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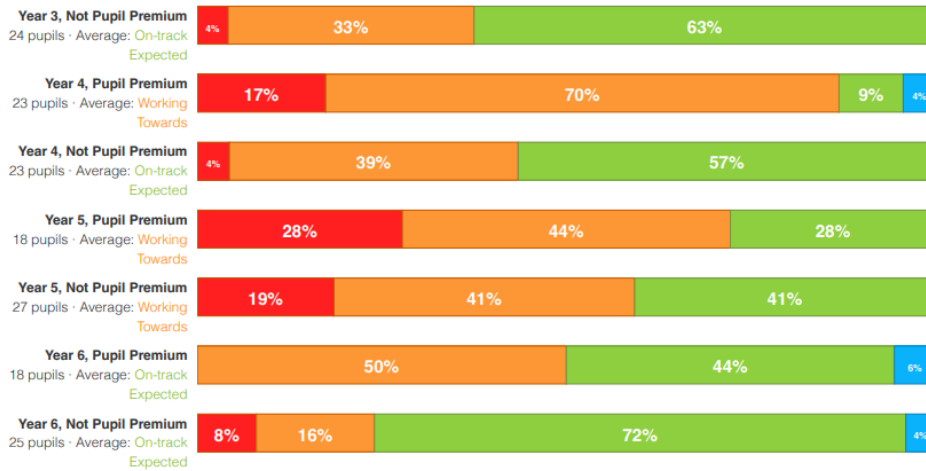


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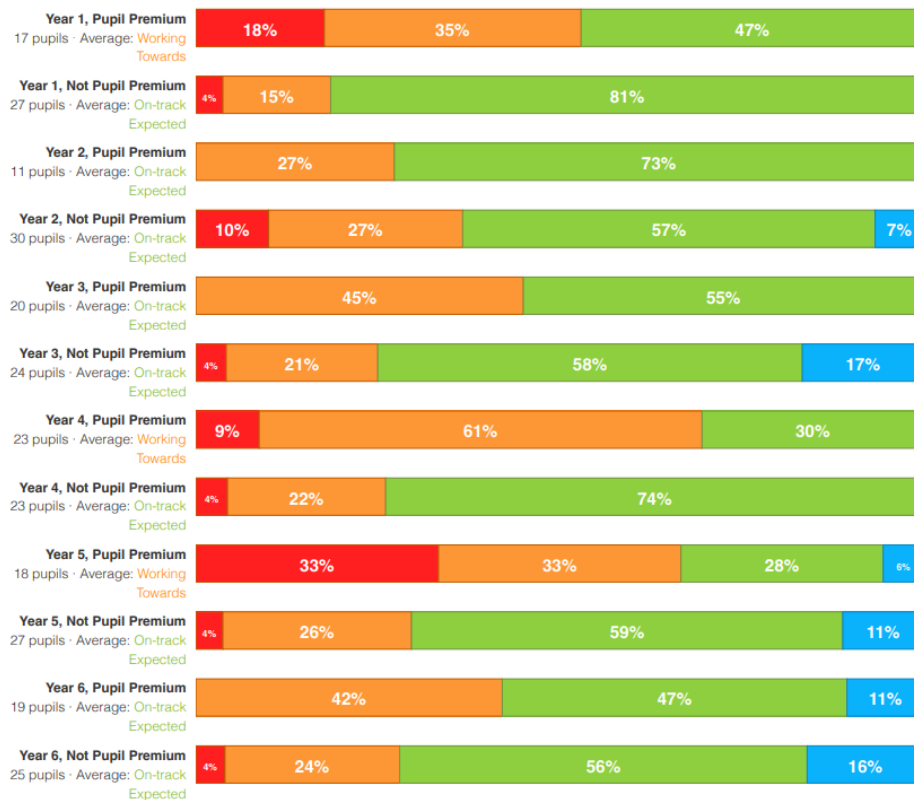
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Insight - Attainment Overview

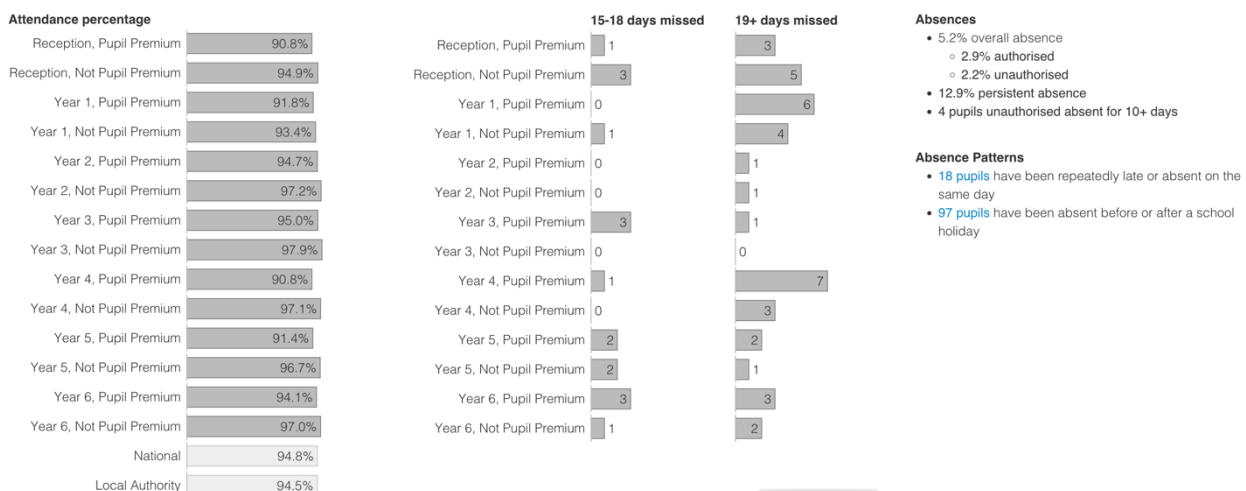


Maths

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2024/25 Attendance figures for disadvantaged pupils



Assessment of previous Pupil Premium Strategy Plan 2021-24

Previous Pupil Premium Strategy Plan 2021-2024			
Link	Intended outcome	Success Criteria	Evaluation
C1	Increased levels of pupils who have the emotional and physical resilience to enable them to access, engage and thrive in a stimulating learning environment and thus meet their learning potential.	- A minimum of 90% of pupils identified as disadvantaged to achieve at least the ARE in reading, writing and mathematics at year end. or - Where they are behind the Insight defined ARE, no pupils to have declined outcomes, with at least evidenced incremental gap narrowing as identified: - Year 1 of the strategy, 80% - Year 2 of the strategy, 90% - Year 3 of the strategy, 100%	Partially achieved
C2	Improved attainment in oral and written language – Moderation of written pieces across the curriculum evidence writing that is increasingly meeting ARE and increased KPI attainment.	- Homework/reading records evidence access to reading beyond the curriculum and/or for those where home is unsupportive of reading beyond school, additional reading support from within the establishment. - A minimum of 90% of pupils identified as disadvantaged to achieve at least the ARE in reading and writing at year end. - Where they are behind the Insight ARE, no pupils to have declined	Developing

		outcomes, with at least evidenced incremental gap narrowing as identified: • Year 1 of the strategy, 80% • Year 2 of the strategy, 90% • Year 3 of the strategy, 100%	
C3	Pupils who are and have been vulnerable to persistent absenteeism or poor punctuation attend school regularly.	• Persistent absenteeism is not greater than that seen nationally (8.3% ATOP) • Attendance overall is	Fully achieved
C4	Improved aspirations to achieve within or engage in non-academic opportunities, including attendance and uptake at extracurricular activities provision design to improve life chances (physically, socially or emotionally) Resource expenditure required to support engagement.	• All PP children engage in no less than 1 extra/non-academic activity each year. This could include sports or music activities, opportunities for residential attendance or school community-based engagement such as School Council, Church lunch support. And progressively during the duration of the strategy plan: 1. Year 1 of the strategy: 80% of pupils 1 activity 2. Year 2 of the strategy: 90% of pupils 2 activities 3. Year 3 of the strategy: 100% of pupils 3 activities	Fully achieved
C5	Improved punctuality and increased engagement with homework activities so that children are fully equipped to take part in lessons. Pastoral Team to coordinate and liaise agreed support with families and agencies so that home-school relationships forge opportunities for positive engagement.	Reduction in PP pupils whose punctuality is identified as a concern – reduced by: 1. Year 1 of the strategy: 50% 2. Year 2 of the strategy: 75% 3. Year 3 of the strategy: 95% • Increased evidence in reading record and associated home learning tasks are completed. • Records of communication with parents regarding punctuality are equal to that seen for non-attendance.	Fully achieved
C6	Improved attainment in mathematics at mastery level – times table check – ongoing KPI	A minimum of 90% of pupils identified as vulnerable to achieve at least the ARE in mathematics at year end. or	Developing

	assessments and summative assessments	Where they are behind the Insight defined ARE, no pupils to have declined outcomes, with at least evidenced incremental gap narrowing as identified: 1. Year 1 of the strategy, 80% 2. Year 2 of the strategy, 90% 3. Year 3 of the strategy, 100% • Times table checks are at least in line with national averages - Or • After initial national average is established there is a year on year diminishing of the gap by at least 1/3 of said gap over the three years of the strategy duration.	
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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.

Provider
Social Care/Early Help - Families First Young Carers Lighthouse SEN Umbrella School Health Changing Lives Family Hubs Neuro Hubs Titans Trust Treats Safer Families Specialist Community Advisor Supporting Communities Food 4 Thought Greggs Choices - Aquarius Cruise Bereavement Treetops Bereavement New Communities Team Local Area Co-ordinator Livewell Bridge the Gap Action for Children Go Beyond Derby Kids Camp Toc H Family Support Derbyshire - Making Connections

