



Ashwater Primary School  
Pupil Premium Strategy 2025 - 26

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 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	Ashwater Primary School
Number of pupils in school	42
Proportion (%) of pupil premium eligible pupils	6.8%
Academic year/years that our current pupil premium strategy plan covers	2025 - 26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Ruhaina Alford (EHT)
Pupil premium lead	Ruhaina Alford (EHT)
Governor Lead	John Lawlor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£3030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£3030

# Part A: Pupil premium strategy plan

## Statement of intent

At Ashwater Primary School high expectations characterise everything we do. We are committed to understanding our pupils, parents, stakeholders and invest in enhancing their lives. We focus on a tiered approach to Pupil Premium spending. This allows us to plan an effective Pupil Premium Plan that triangulates high quality teaching, targeted academic support, and supporting wider strategies.

Both the Educational Endowment Foundation (EEF) guide to pupil premium and the summary of recommendations from the EEF School's Guide to Implementation structure our professional conversations around our priorities. Working in an evidenced informed way, we treat implementation as a process through manageable distinct phases: Explore, Prepare, Deliver, and Sustain. The findings of this process are applied to our day to day, ongoing learning and improvement for both disadvantaged children. However , best practise shows that inclusion is at the root of all that we do so our day to day will benefit all children at Ashwater School.

We hold importance on how to unite all adults around what is being implemented so all adults working with the children at Ashwater School understand how and why strategies support disadvantaged children. We attend to the contextual factors that influence implementation and reflect diligently on whether what is being implemented is evidence-informed, right and feasible to implement for Ashwater School.

Gaining a thorough knowledge of the disadvantaged pupils' levels of attainment and progress is the first step to developing an effective Pupil Premium strategy. We use a rigorous approach to identifying needs including:

- attendance data and levels of persistent absence.
- attainment and programmes data.
- teacher feedback on pupils' levels of engagement and participation.
- behaviour incidences and exclusions data.
- pupil feedback.
- reviews of pupil learning.
- information on wellbeing, mental health, and safeguarding.
- Share and gather insights from key stakeholders including teachers, parents, and pastoral staff.

Everything we know about our disadvantaged pupils is recorded in a centralised, live database populated with SEND, academic data, pupil progress, learning walks, books looks and pastoral information. Collectively, this builds a deeper understanding of barriers faced by pupils. This

extensive knowledge informs how and when to intervene with specific help, precisely targeted interventions, or wider support relating to attendance and wellbeing.

High Quality Teaching: We know that high quality teaching is the key to improving pupil outcomes. That is why we invest protected time into effective professional development, training, Inset days and staff meetings, all of which align with the SDIP. This means that we are able to develop high quality teachers. For example, on our SIP 3 - SEND and Inclusion. As part of our OAIP provision, we know that teachers need to understand that Metacognition and self-regulation approaches support pupils to think about their own learning by teaching them specific strategies for planning, monitoring and evaluating their learning. Staff training is designed to understand and teach lessons using the seven-step model as a scaffolding framework to deliberately shift responsibility for learning from the teacher to the pupil. This is not a one off session rather a long term process to ensure implementation is sustained.

Targeted academic support: Evidence indicates that one to one tuition, small group tuition, pre tutoring can be effective, providing approximately five additional months' progress on average (EEF). TAs may be deployed to deliver interventions We provide training to the TAs that deliver small group support as we know this will increase impact. Teachers and TAs meet fortnightly to discuss spotlight children and to discuss reasoning and impact of interventions. Tas may be deployed to teach whole class activities. This enables the teacher to deliver targeted interventions. All interventions align with lesson objectives and curriculum expectations.

Supporting wider strategies: We invest time and in learning how best we can support the emotional and social skills of the children at Ashwater School because we know this will have a positive outcome on their learning.

Enrichment opportunities by providing additional resources and activities can enhance the children's learning experiences and engagement for life long attitudes and skills now and into the future. By focussing on these wider strategies, schools can create a more inclusive and supportive environment for all students regardless of their socio-economic background.

## Challenges

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

Challenge number	Detail of challenge
1	Maintaining high levels of attendance and punctuality.
2	Using assessment and data effectively to ensure targeted academic support. To develop equity through inclusive "keeping Up" strategies.

	To meet National Average in Reception in line with National Average for a good level of development. To meet National Average combined reading, writing and maths percentages from Y1 to Y6.
3	Social and emotional: Our assessments, observations and discussions with pupils and families have identified social, emotional and wellbeing/mental health issues for many pupils in particular reefernec to resilience to new and or perceived challenging situations.
4	All staff are confident to deliver OAIP with a focus on developing strategies to improve children's working and long-term memory. Closely linked with the EEF Five A day approach and Metacognition and Self-Regulated Learning.
5	Narrowing attainment gap in spelling, transcription in writing.  Writing- Scrutiny of planning, and discussions of data during pupil progress meetings show that children need support with transcription and fluency in handwriting skills.  Children from Nursery to Y6 have an inconsistent approach to writing position and pencil grip.  Spelling – Internal data and end of Key Stage 2 data, teacher assessment and writing moderation show that children are not secure in application of the spelling rules taught through the Spelling Shed platform.
6	Language and communication.  Lesson observations and discussions during pupil progress meetings show that children do not have the vocabulary or language to engage in structured talk.
7	Diversity- Monitoring shows the need for development in the content and understanding of the Religion World Views Curriculum.

## 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
Challenge 1: High levels of attendance and punctuality.	Children are attending school regularly and on time – 95% attendance.
Challenge 2: Pupil Progress identifies spotlight children	All pupils make at least expected progress in line with National Expectations from Nursery, EYFS to Y6.
Social Emotional and mental health	That no disadvantaged children miss opportunities to maintain a healthy lifestyle, mentally, physically and access opportunities

	<p>offered by the school from Early help, MHST, extra curricular activities and school residentials. For Children develop their resilience to new and challenging experiences.</p>
<p>Challenge 4 and 6: To develop staff confidence to understand and teach lessons using the seven-step model as a scaffolding framework to deliberately create opportunities for pupil talk.</p> <p>To use the shREC approach in all interactions.</p>	<p>Ashwater children will use contextualised language, varied vocabulary and be confident to use structured discussions to reason and respond to carefully crafted questions within and across their learning from Nursery to Y6.</p>
<p>Challenge 5: Develop a structured planning that identifies the need for transcription to form a part of each lesson.</p> <p>Develop structured planning that identifies the purpose and provides a context for children to use taught spelling patterns.</p>	<p>Narrowing attainment gap in spelling and transcription and development of oral rehearsal throughout the writing and wider curriculum.</p> <p>Children in Nursery and Reception will know the correct position and pencil grip for writing.</p> <p>SPAG Attainment and progress outcomes show an increase for all pupils and the gap for disadvantaged pupils is narrowed and in-line with national averages by the end of each Year Group.</p> <p>At least 90.00% of pupils in Y1 achieve the Phonics screening check.</p>
<p>Challenge 7: For children of Ashwater School to develop a curiosity and knowledge of Religion World Views.</p>	<p>For children of Ashwater School to be able to have the knowledge and understanding that allows them to discuss and describe the diversity of different Religious World Views with confidence.</p>

## 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: **£600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for teachers and Teaching Assistants in delivery of spelling, transcription in line with the New Writing Framework.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1,2,5
Termly CPD for Teaching Assistance delivered by Head of Teaching and Learning and subject Leads.	EEF PRISM <a href="#">Independent review of teachers' professional development in schools: phase 1 findings - GOV.UK</a>	1,2,3,4,5,6,7.
Termly CPD for Teaching Assistance delivered by SENDco. Ed Phyc	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">Educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1,2,3,4,5,6,7
<p>Purchase of Lyfta's storyworlds to lift the children at Ashwater School out of their everyday surroundings with transformative opportunities to explore different countries, languages, cultures and lived human experiences from all around the world.</p> <p>Lyfta is grounded in the Theory of Learning and developed with schools and trusts, Lyfta's pedagogy encompasses five interconnected stages.</p>	<p>Lyfta has been recognized for its transformative impact on education, particularly in enhancing personal development and fostering a sense of belonging.</p> <p>Teachers find Lyfta beneficial in their teaching, with surveys and interviews indicating that it makes learning more engaging and impactful. The platform has broadened students' global perspectives and nurtured empathy, creating a dynamic and dynamic learning environment. Enhanced Personal Development Cultural Capital Curriculum. Positive Teacher Feedback. Transformative Impact: Lyfta has had a transformative impact across schools and trusts, providing students with opportunities to engage with diverse perspectives and cultures.</p>	3.6.7.

	It has been praised for its ability to make learning three-dimensional and for reducing social anxiety around meeting people from different backgrounds.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils were assessed using the diagnostic tool Cambridge	<a href="#">Cambridge Insight - Formative Assessments for Schools</a>	1,2,3,4
Carefully targeted interventions with a specific focus.	<a href="#">. Targeted academic support   EEF</a>	1, 2, 3, 4

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

Budgeted cost: **£255**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small contingency fund to ensure disadvantaged pupils can enjoy the wider activities provided.	<a href="#">Rapid Evidence Review: Improving opportunities for physical activity for care-experienced children and young people (September 2025)   Local Government Association</a>	2, 3, 5
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  The headteacher will continue to work closely with our school administrator, class teachers, parents/carers and the educational	Evidence from the Institute of Education (and others) shows a clear link between lower attendance at school and lower levels of attainment. Consistently good attendance can help secure improved attainment and reduce attainment gaps.	1,2,3,4

welfare officer to secure good school attendance for all	<a href="https://www.ucl.ac.uk/ioe/research-projects/2021/apr/school-absences-and-pupil-achievement">https://www.ucl.ac.uk/ioe/research-projects/2021/apr/school-absences-and-pupil-achievement</a>	
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**Total budgeted cost: £1,455**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

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## Externally provided programmes

Programme	Provider
Read Write Inc.	Ruth Miskin
Mastery In Maths	

## Further information

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding the use of retrieval practice across the school and using some of the key teaching strategies from Teach Like a Champion (Doug Lemov)
- Providing, in spite of Covid, opportunities for enriching the curriculum, providing opportunities to develop cultural capital and to support well-being. These include Wild Tribe (Forest School) lessons, trips to London, participation in inter-school sporting events, live Zoom sessions with virtual visitors such as a people from racially diverse backgrounds to talk about festivals e.g. Diwali

### **Planning, implementation, and evaluation**

We continue to monitor the progress of our pupil premium children closely. The low numbers of children means that data percentages do not necessarily reflect the true picture of progress or attainment gaps. Therefore, we have to triangulate progress and attainment through the scrutiny of books as well as observations in class and discussions with pupils.

A cornerstone of our school development and recovery plan is around ensuring positive attitudes to learning as well as consistent standards of learning behaviour. As an example, we continue to have a strong focus on high expectations of presentation in books which can demonstrate positive attitudes. This is further underpinned by our mantra of 'Aim High; Be Resilient; Take Care of Each Other' and our Carey Qualities which feed into this.

Linked closely to this is pupil attendance and the school has worked closely with some families to improve this but also to improve attitudes to school generally both in terms of the pupils but also the parents themselves.

The school, as noted above, has adopted many of the strategies found in Doug Lemov's seminal book, 'Teach Like a Champion'. As an example, you will see teachers using methods such as 'no hands up', 'think, pair, share' and 'right is right' which sees an insistence on exact or precise answers given in class. In addition the school uses, in particular, the research based work of Tom Sherrington (effective teaching methods) <https://teacherhead.com/author/teacherhead/> and Kate Jones (retrieval practice) <https://lovetoteach87.com/2020/09/09/a-collection-of-retrieval-practice-research-and-resources/>

We have begun to diversify the History Curriculum by including elements from the book Black and British by David Olusoga so the stories of people of colour are also told in our History.

The school acts in a reflective manner as a result of the work carried out by the Education Endowment Foundation (EEF) <https://educationendowmentfoundation.org.uk/> including their guide on the successful deployment of pupil premium funding. As an example of this (and supported by the class structure and staffing arrangements) is the importance of diagnosing pupil needs so that the supported is targeted in the most effective way.