Pupil premium strategy statement 2026 - 2027

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 the following academic years and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Asfordby Hill Primary School
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	12%
Academic years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	October 2026
Date on which it will be reviewed	September 2027
Statement authorised by	P Millward
Pupil premium lead	P Millward
Governor / Trustee lead	

Funding overview 2026 - 2027

Detail	Amount
Pupil premium funding allocation this academic year	£35,650
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	£35,650

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

We aim to improve the accuracy and fluency of all our children's reading and writing over the next three years, continue to support children with SEMH issues (the numbers of children with problems in this area have increased since the pandemic, particularly our disadvantaged families) using skilled and professional support, and ensure that the school has the staffing capacity to accelerate the children's learning within the classroom through quality small group/1:1 support. Through these aims, the gap in progress between pupil premium and non-pupil premium children will close further. In addition to these aims, we will ensure that the cultural capital of our disadvantaged children will increase through offering a broad curriculum with high quality literature, opportunities for all children to access school trips/residentials, visiting experts and providing a wide variety of extra-curricular clubs and after school care for all children to attend.

How does your current pupil premium strategy plan work towards achieving those objectives?

Our phonics programme has now been running for two years. Fidelity to the scheme is paramount to success and to achieve this the school will continue to ensure that new staff across the school, but particularly EYFS and KS1 are knowledgeable and confident in their phonics teaching. Quality first teaching, where all children can access phonics provision, with support if necessary, and achieve success is not only dependent on teachers' and support staff's knowledge but also on the school being able to provide a wide range of high quality decodable books, that align with the programme and offer all children the opportunity to read and practice their reading. Leading on from this, we aim to ensure that we provide high quality reading books in KS2 where children can widen their own understanding of the world that they live in and have the opportunity to make links between different curriculum areas. Books enable all children to develop the knowledge required to do this. Monitoring and child interviews show that the gap in attainment in writing is closing in most cohorts; we need to continue to ensure children receive specific and immediate feedback, with both transcription and composition foundations a priority, offer writing interventions and equip staff with the knowledge to model high quality examples of writing.

We would like to continue our offer of providing SEMH support through high quality and qualified emotional literacy and lego-therapy sessions which enables the children – both those that are disadvantaged and those that are not – to focus more effectively on their learning. EBSA (Emotional based School Avoidance) has affected a small number of our children and we would like to ensure that they are supported with knowledgeable and skilled staff. We

recognise that regular and frequent attendance is crucial to both academic and social learning and therefore will aim to train staff in the causes and the strategies available to reduce low attendance.

Finally, children often need to revisit concepts or they require support during the classroom when learning, so that they are able to access it and experience success from which they can then build upon. Therefore 1:1 and small group support needs to be provided, by skilled and knowledgeable staff who sometimes use structured pre-written material. We are aware that many of our pupil premium children benefit from this support. We are pleased with how the progress gap in maths, reading and writing (between Pupil Premium children and non-pupil premium children) has narrowed over the last year and are determined to offer the same skilled provision next year and beyond to ensure this narrowing continues.

Challenges

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

Challenge number	Detail of challenge
1	**To continue to narrow the progress gap between pupil premium and non-pupil premium pupils in reading and writing.**
2	**To widen the life experiences and knowledge, whether first or second hand, of disadvantaged and vulnerable children.**
3	**To ensure that the school can offer quality SEMH and EBSA support, on and off the playground, to all our children including those that are vulnerable and disadvantaged.**

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

The gap in progress between pupil premium and non-pupil premium children will continue to narrow.	The difference in average progress scores for each year group, in maths and reading, will be less than -3 average progress points. The difference in the percentage of children making expected progress in writing will be less than 6% (2 children) for each cohort.
Children will increase their knowledge of the world through new experiences.	All disadvantaged children will have taken part in at least one extra-curricular activity. Every class will have a visit from or will visit an outside provider to enhance the curriculum. Every class will have high quality fiction and non-fiction books. Disadvantaged children (in relevant year groups) will be able to attend a residential trip.
Pupil premium children will be able to access high quality SEMH support.	The school will continue to have a trained ELSA that has time to offer at least 5 sessions for children who are in need. High quality games will be available for children to use during small group and 1:1 support on managing and recognising emotions. Staff have a detailed understanding of EBSA and the strategies available to support the families that are experiencing this.

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of professional development on SSPF programme for both present and new staff	EEF – High quality teaching	1
CPD and team teaching on writing transcription and composition foundations, in particular spelling.	Improving literacy (EEF)	1,2

Ensure children are receiving high quality writing, reading and oral interaction	EEF Improving education through high quality interactions	1,2
Continue to develop high quality teaching of reading fluency across the school	Improving literacy in KS 1and Eyfs and in KS 2 (EEF) Rasinski, Rikli + Johnston 2009	1
Improve the oracy skills of our children through consistent strategies and talking opportunities.	Improving oracy – second pilot Oral language interventions	1

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

Budgeted cost: £26094

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise the provision of skilled support assistants in the classroom for at least 80% of the week.	Great Teaching Toolkit Making the best use of teaching assistants (EEF)	1,3
Subsidise the tutoring of identified disadvantaged children	EEF – 1:1 tuition and small group tuition	1
Ensure Support Assistants provide high quality intervention that is structured and closely linked to classroom teaching.	Rosenshine's principles of instruction EEF – pupil premium spending and making best use of teaching assistants	1
Improve the quality of both decodable and general reading books available across the school to extend reading skills and general knowledge	Improving literacy in KS 1and EYFS and in KS 2 (EEF)	1,2

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

Budgeted cost: £7056

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pay for residential/trip costs for disadvantaged families	EEF Sports participation increases engagement and attainment Learning is contextualised in concrete experiences and language rich environments Ofsted research (2019)	2,3
Before and after school clubs are accessed by our disadvantaged children if required.		2,3
Ensure every class has a visit or goes on a visit to an outside provider		1,2,3
Provide qualified ELSA and lego-therapy sessions and ensure they are supported with high quality games.	EEF – Teaching and learning toolkit Educational Psychology in Practice	1,3
Attend EBSA training to collect a wide variety of strategies to support children and families experiencing EBSA	BPS - Can't, not won't; rethinking school avoidance	3
Subsidise the employment of a MDS to support behaviour and SEMH on the playground.	EEF – Teaching and learning toolkit Improving social and emotional learning in primary schools	1,3

Total budgeted cost: £ 35,650

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Progress measures are group averages of standardised scores from Autumn term 2024 to Summer term 2025.

Reading

Year 6 We had one PP child in this cohort (unreliable data)
Year 5 There is no difference between groups in the progress made
Year 4 Our non-pupil premium children are performing slightly better than our pupil premium children
Year 3 Our pupil premium children did not perform as well as our non-pupil premium children
Year 2 There is no difference between groups in the progress made
Year 1 Our pupil premium children are performing better than our non-pupil premium.

Maths

Year 6 We had one PP child in this cohort (unreliable data)
Year 5 This group of pupil premium children made significant progress in their maths with higher progress scores than non-pupil premium children
Year 4 Our non-pupil premium children are performing slightly better than our pupil premium children
Year 3 Our non-pupil premium children are performing slightly better than our pupil premium children
Year 2 Our non-pupil premium children are performing better than our pupil premium children.
Year 1 There is a small gap in performance data that closed significantly over the year.

Writing

Year 6 We had one PP child in this cohort (unreliable data)
Year 5. There is no significant gap in the outcomes of non-pupil premium children and pupil premium.
Year 4 There is no significant gap in the outcomes of non-pupil premium children and pupil premium.
Year 3 The pupil premium children made better progress than the non-pupil premium children
Year 2 Our pupil premium children did not perform as well as our non-pupil premium children
Year 1 There is no significant gap in the outcomes of non-pupil premium children and pupil premium.

EYFS

60% of our pupil premium children achieved GLD which is lower than the percentage non-pupil children. However, all our pupil premium children entered school below age-expectations – their progress has been significant.

A trained ELSA was available to offer SEMH support for 13% of our children (an increase from the previous year) of which 28% were from disadvantaged backgrounds. They were supported with small group and 1:1 time. Parents appreciated the support given and children were able to use strategies taught when appropriate.

We provided a variety of extra-curricular activities for the children to become involved in, ranging from football club to cricket, film making, dance, choir and lego. Approximately 78% of our pupil premium children took part in at least one of these activities. Other curricular enhancements included visitors, trips out (eg Richard III centre and Science centre) and a residential where we were able to support all pupil

premium children to attend. In addition, tutoring was provided for children in Year 6 (55%) with the aim of being more confident in their reading and maths skills.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Supersonic phonic friends	Anna Lucas
Nessy	Nessy
Toe by Toe	Toe by Toe
Write Stuff	Jane Considine
Spelling Shed and Times-Tables Rockstars	Spelling Shed and Times-Tables Rockstars