

## Pupil Premium Strategy

### Church of the Ascension Primary 2025-2028

This statement details our school's use of pupil premium (and recovery 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	305
Proportion (%) of pupil premium eligible pupils	4.59%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025 - 2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	L Mason
Pupil premium lead	L Mason
Governor / Trustee lead	D Brown

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29100
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b> <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>	

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attaining. High-quality 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

### **Our objectives for our disadvantaged pupils:**

The progress of our disadvantaged pupils should equal or exceed the progress of those who are not disadvantaged, especially in the core subjects of English and mathematics.

They should be equipped, both academically and pastorally, to make good progress at secondary school and in later life.

Our current pupil premium strategy plan focuses on the following academic and pastoral goals:

- enhancing the quality of early years provision, especially developing children's oral language, including their vocabulary
- ensuring high-quality English and mathematics teaching in all year groups through continuing professional development, monitoring and evaluation
- using in-depth assessment to identify early any pupils who are struggling academically, and then to provide targeted support and focused intervention
- identifying and responding to pupils' social, emotional and mental health (SEMH) needs to improve their attitudes to learning and their resilience
- engaging with families to support their children's learning at home and improve their well-being
- improving pupils' attendance, punctuality and readiness to learn.

### **Our strategy plan is based on the following key principles:**

- The plan is a key tool for improving outcomes for our disadvantaged pupils.
- It is aligned with and integral to other school plans and processes. It forms part of the school's wider planning and staff are familiar with it.
- Working to improve provision for our disadvantaged pupils should also improve provision for the wider school community, including for pupils who are not eligible for the Pupil Premium but whose needs are similar.
- Continuing professional development of different types forms an important strand of this work.
- This three-year plan can be adjusted in the light of evidence, including our own evaluation of what has worked (or not) in previous years.
- Regular reviews and scrutiny of data are seen as essential in evaluating the extent to which the plan is on track to meet its three-year objectives.
- We aim to provide value for money in terms of using our pupil premium (and recovery) funding efficiently and effectively to benefit our disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Internal assessments demonstrate that some children have barriers around cognition and learning, resulting in lower levels of attainment in phonics at the end of year 2 and reading, writing and maths at the end of Key Stage 2.
2	For some children, low attendance or lack of punctuality can be a barrier to consistent progress.
3	From discussions with parents and teachers, we know many of our Pupil Premium pupils have low levels of emotional literacy and understanding. 85% of children on our Children and Family Support list are Pupil Premium.
4	Lack of parental confidence in supporting children's learning at home, can present barriers for pupils entitled to Pupil Premium's progress, in particular in reading, spelling and maths.
5	Lower entry levels of speech, language and communication impact on school readiness.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan** in July 2028 and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment in phonics, reading and writing at the end of Key Stage 1.	100% PP children pass the phonics screening check in Year 1* 80% PP children achieve expected standard or above in reading, writing and maths
Improved attainment in in reading, writing and mathematics at the end of Key Stage 2.	90% PP children achieve the expected standard or above in reading, writing and maths*
Improved attendance for Pupil Premium children.	Average attendance for Pupil Premium children is in line with non-Pupil Premium children.
Additional provision for all Pupil Premium Children	Targeted provision provides opportunities for Pupil Premium children to enjoy wider opportunities that they would not otherwise experience.  Pupil Premium children report increased wellbeing and ability to self-regulate their feelings owing to the pastoral support and

	investment in wellbeing support for Pupil Premium children with SEMH needs.
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## 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: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a structured phonics programme (Essential Letters and Sounds) that emphasises early reading and language skills, ensuring consistency across all classes.	<a href="#">Education Endowment Foundation (EEF) - Phonics</a>	1,4,5
Training for staff on high quality, evidence led speech and language interventions – Wellcom	Education Endowment Foundation – Oral Language Interventions <ul style="list-style-type: none"> <li>• <a href="#">EEF - Oral Language Interventions</a></li> </ul>	1, 5
Implementation of consistent visual timetables and visual cues for dual coding across school to improve vocabulary and reduce cognitive load for key pupils.	<a href="#">Widgit   LGFL</a>	1,3,4,5
External training and on-going support from Educational Psychologist, Sycamore Behaviour Support, Dudley Virtual School and	Education Endowment Foundation – Follow the Assess, Plan, Do, Review process Education Endowment Foundation – Targeted Academic	3

Inclusion Team, in order to support PP children with significant barriers to learning and SEMH	<a href="#">EEF - Improving Social and Emotional Learning in Primary Schools</a>	
On-going use of standardised diagnostic assessments to inform SMART targets and provision mapping. (Training for staff to ensure assessments are interpreted and administered correctly – Learning Support Services, EP )	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF <a href="#">EEF - Assessment</a>	1,2,4,5
Training for staff to deliver Essential Letters and Sounds, including as an intervention programme DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics   Toolkit Strand   Education Endowment Foundation   EEF From discussions with parents and teachers, we know many of our Pupil Premium pupils have low levels of emotional literacy and understanding. 85% of children on our Children and Family Support list are Pupil Premium. <a href="#">EEF - Small Group Tuition</a>	1,2,4,5
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Education Endowment Foundation – Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) Improving Mathematics in Key Stages 2	1,2,4,5

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

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Essential Letters and Sounds Interventions Additional phonics sessions targeted at disadvantaged pupils in Key Stage 1 and 2 who require further phonics support.	Education Endowment Foundation - <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/literacy-ks-1</a> improving literacy at KS2 Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics   Toolkit Strand   Education Endowment Foundation   EEF	1,2, 4,5
Precision Teaching to address gaps in phonics – reading and spelling	<a href="#">EEF - Small Group Tuition</a> All staff to have training to be able to plan and deliver precision teaching as a research informed, quality assured intervention.	1,2,4

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

Budgeted cost: £ 11,400

Activity	Evidence that supports this approach	Challenge number(s) addressed

Access to high quality books, support for parents to promote reading for pleasure.	OECD (2015) parental engagement with children's reading Cremin, 2016 CLPE, 'Reading for Pleasure: What we know works' (2014)	1,2,3,4,5
Musical Opportunities including whole class instrumental tuition (Year 3/4)	Education Endowment Foundation <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/primary-sel</a> Education Endowment Foundation	3
Wider opportunities and opportunities for personal development to be costed to school – to include extra-curricular activities.	<a href="#">EEF - Improving Social and Emotional Learning in Primary Schools</a>	3
Parental engagement activities – Workshops, Newsletter, signposting to parenting support.	<a href="#">EEF Parental Engagement Guidance Report.pdf</a>	3,4,5
Daily and weekly internal attendance scrutiny by deputy head teacher. Specific targets for attendance identified in support plans, where necessary. Termly meetings with Attendance Support Officer from the LA.	<a href="#">Supporting School Attendance - Reflection and Planning Tool   Education Endowment Foundation</a>	2

Drawing and Talking therapy where necessary and appropriate.	<a href="#">Cart   Unlocking Children's Potential</a>	5
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**Total budgeted cost: £**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The in-school testing at the end of the academic year 2024-2025 drew on:

- In-school testing using assessments, INSIGHT pupil progress tracking previous SATs papers,
- teacher assessments and observations
- standardised tests of phonics, spelling, grammar, reading comprehension, reading fluency, multiplication fluency, maths arithmetic and problem-solving
- Phonics Screening
- EYFSP and end of KS1 and 2 Outcomes

The evidence led approaches to reading, writing and mathematics adopted by the school are shown to impact positively on the attainment of all pupils leading to the gap between those entitled to Pupil Premium and their peers, diminishing.

### 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
Essential Letters and Sounds	Oxford Owl
Wellcomm	GL Assessment
Maths Hub	Maths Hub
Precision Teaching	Learning Support Services
Drawing and Talking	Drawing and Talking Ltd
Drawing Club	Can I go and Play Now