

# Pupil premium strategy statement – Ashcombe 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	624
Proportion (%) of pupil premium eligible pupils	22.1%
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> )	2023-24 to 2224-25
Date this statement was published	31.12.24
Date on which it will be reviewed	31.12.25
Statement authorised by	Chris Penny
Pupil premium lead	Chris Penny
Governor / Trustee lead	Thomas Johnson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£239,810
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</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>	£239,810

# Part A: Pupil premium strategy plan

## Statement of intent

Our pupil premium strategy at Ashcombe is to reduce or mitigate the disadvantages our pupils face day to day. Pupil premium pupils are not a homogenous group of pupils with a common set of barriers – for this reason strategy encompasses many elements of what we do as a school and staff body. We can summarise our key strategy as being encompassed by three overarching aims.

### 1) Wave 1 teaching and intervention:

The area in which staff can affect the greatest difference for all pupils is through quality wave 1 provision. For this reason, our long term strategy is about securing the best pedagogical approaches and embedding these across our staffing team. The EEF writes: 'The Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes.' The primacy of wave 1 teaching is backed with short specialised interventions to meet gaps in learning.

### 2) Curricula opportunities:

Sitting alongside this objective is our aim to reduce and mitigate the broader effects of disadvantage which might inhibit our pupils' life chances. Many disadvantaged pupils do not arrive into school from reading rich environment. Alex Quigley writes that 'Reading is the master skill' of the curriculum because it unlocks the rest of the academic curriculum – for that reason our strategy has prioritised reading over the last few years. Our knowledge rich curriculum is aimed at deliberately equipping pupils with the powerful knowledge they need to navigate the world when they leave us. We also aim to support disadvantaged pupils in accessing the experiences that their non-disadvantaged peers can access more readily.

### 3) Pastoral Support:

Children in school are living through a challenging time nationally. The pandemic, cost of living crisis, energy crisis and mental health crisis have put a strain on families. Disadvantaged families have been hit hardest and there are a range of complex issues pupils and their families are facing. Another key element of our Pupil Premium strategy is to provide robust pastoral support through a behaviour curriculum which teaches children what good behaviour looks like, a pastoral team trained in the interventions needed to support pupils and a mental health and wellbeing strategy to meet the needs of all pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attainment of disadvantaged pupils</b> – There is an in school and national trend of disadvantaged pupils attaining less than their non-disadvantaged peers. Our assessments, observations and discussions have highlighted the importance of enabling conditions for developing English through vocabulary, reading and writing as a priority as well as embedding a knowledge rich curriculum to support the acquisition of further knowledge.
2	<b>Attendance of disadvantaged pupils</b> – Our records have shown that our disadvantaged pupils have a higher rate of absence and our disadvantaged pupils have a higher percentage of persistent absenteeism than pupils who are not disadvantaged. Our assessments, observations and discussions have found that some disadvantaged pupils need further support and intervention for improved attendance.
3	<b>Mental Health and wellbeing of disadvantaged pupils</b> – Our records and tracking has shown that disadvantaged pupils have needed more referrals and interventions for mental health support than their non-disadvantaged peers. This is backed by national studies which have indicated this is a national problem Working with the MHST has highlighted the need for a whole-school approach coupled with pupil and parental interventions.
4	<b>Behaviour incidents of disadvantaged pupils</b> – Our behaviour records show that disadvantaged pupils are involved in behaviour incidents at a disproportionately high level compared with their non-disadvantaged peers. Our assessments, observations and discussions have found that a whole school approach coupled with additional pastoral support is needed to support our pupils.
5	<b>Play provision for disadvantaged pupils</b> – Pupil voice and our own observations and assessments have indicated that our current play provision is not adequately meeting the needs of our disadvantaged pupils, many of whom have gaps in their development as a legacy of the pandemic which has compounded their disadvantage.

## 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
<p><b>Reading</b> - Improved reading attainment for disadvantaged pupils in national assessments including Phonics and KS2 reading</p>	<p>Phonics attainment in year 1 exceeds national comparators in 2025/26</p> <p>Reading attainment at KS2 exceeds national comparators for disadvantaged pupils in 2025/26</p> <p>Where available, KS2 outcomes are in line with FFT 20 targets in 2025/26</p>
<p><b>Writing</b> - Improving writing attainment for disadvantaged pupils at the end of KS2</p>	<p>Comparative Judgement indicates attainment of PPG pupils are outperforming peers in 2025/26</p> <p>Reading attainment at KS2 exceeds national comparators for disadvantaged pupils in 2025/26</p> <p>Where available, KS2 outcomes are in line with FFT 20 targets in 2025/26</p>
<p><b>Wellbeing and Behaviour</b> – Improve the wellbeing, mental health and behaviour of our disadvantaged pupils.</p>	<p>Reduction in the number of behaviour incidents involving disadvantaged pupils at the end of 2025/26.</p> <p>Pupil voice indicates improvement in wellbeing and happiness.</p> <p>Staff and parental surveys indicate an improvement in behaviour.</p>
<p><b>Attendance</b> - To achieve and sustain improved attendance for all pupils and especially our disadvantaged pupils.</p>	<p>The gap in attendance between disadvantaged pupils and non-disadvantaged pupils is reducing and showing reduction by 2025/26</p> <p>Persistent absenteeism is reduced for disadvantaged pupils.</p>

## 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: £89,959.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training in a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	<p>‘Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress.’ EEF. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1
<p>Support teachers to provide high quality wave 1 teaching in class by participating in CPD through the WALKTHRU programme</p> <p>Release senior leaders to develop WAVE 1 practice</p>	<p>Good and Outstanding teaching are the most important lever schools have to improve outcomes for disadvantaged pupils. Using the PPG funding to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for Pupil Premium. Our priority at Ashcombe Primary School is to ensure that a highly effective teacher is in front of every class, and that every teacher is supported to keep improving. The EEF writes: ‘One factor – the quality of teaching in formal education – holds huge potential in reducing, and in some cases even eliminating, the attainment gap.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p>	1
Ensure that every class has access to a Teaching Assistant or Learning Support Assistant	<p>Providing high quality wave one teaching to all pupils (including PPG eligible children) will ensure children have adequate support across all areas of the curriculum. The EEF note that: ‘Teaching assistants can provide a large positive impact on learner outcomes.’ In years 5 and 6, teaching assistants are trained to deliver high quality interventions to children – including those eligible for PPG. This approach is supported by the EEF who discuss how TAs trained to deliver an intervention to small groups or individuals have a high impact on learning. ‘The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year.’ Due to school closures during the pandemic, children have large gaps in their learning and may have additional emotional and behavioural needs that extra adults</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1, 3, 4

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

Budgeted cost: £75,609.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily reading to improve fluency	<p>Scientific research has consistently recognized the critical nature of fluency as a bridge between effortful decoding and comprehension. A fluent reader is one who can accurately and automatically decode words.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency">https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</a></p>	1
ELS Phonics Interventions	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics#:~:text=This%20involves%20the%20skills%20of,or%20graphemes%2C%20which%20represent%20them.">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics#:~:text=This%20involves%20the%20skills%20of,or%20graphemes%2C%20which%20represent%20them.</a></p>	1
Lightning Squad	<p>9,965 pupils completed at least 20 more sessions of tutoring after the first tutor check. Most of these pupils made 9 words or more improvement in their WCPM after 20 sessions of tutoring - 3x the expected rate of improvement.</p> <p><a href="https://fft.org.uk/tutoring/data-impact-report/">https://fft.org.uk/tutoring/data-impact-report/</a></p>	1
PiXL Reading, Writing and Maths Therapies	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1
Accelerated Reader	<p>The study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</a></p>	1

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

Budgeted cost: £74,241.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of learning mentors to improve attendance of disadvantaged pupils and ensure they are in line with national expectations	Providing tailored help with low attendance by working alongside Learning Mentors will support children get back into school. Good practice institutions commit a great deal of sustained energy and resource to working with and supporting parents. (Ofsted, 2020)	2, 3 and 4
Structured interventions delivered by pastoral staff to support children's emotional wellbeing and behaviour.	<p>67% of young people surveyed by Young Minds (2021) believed that the pandemic will have a long-term negative effect on their mental health. Learning mentors will provide a range of interventions to support children with their mental health and emotional wellbeing. Some of these interventions will include:</p> <ul style="list-style-type: none"> <li>- <b>Emotional Health and Wellbeing Support:</b> Children are identified through BIP (Behaviour Improvement Questionnaires) and are RAG rated. Children causing concern are the allocated an intervention group which aims to support children's self-awareness, managing feelings, motivation, empathy. Social skills and self-esteem'</li> <li>- <b>Social Detectives:</b> A tool to figure out the hidden rules for expected behaviours, as well as to understand how children feel and think about others in a situation.</li> <li>- <b>Drawing and Talking:</b> Drawing and Talking Therapy is a safe and gentle therapeutic intervention. It provides an effective way for children and young people to process emotional pain or trauma they may be experiencing.</li> </ul> <p>The EEF writes: 'on average, behaviour interventions can produce moderate improvements in academic performance along with a</p>	2, 3 and 4

	decrease in problematic behaviours. With an increase of +3months.'	
Introducing a whole-school approach to mental health	<p>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. However, despite being seen as one of their top priorities by almost all primary schools, only just over one-third say that dedicated planning for SEL is central to their practice</p> <p><a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a></p>	2, 3 and 4
Implementing a whole-school behaviour curriculum	<p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	2, 3 and 4
Improving play provision by implementing OPAL Play	<p>"OPAL is one of the most impactful transformations on children's lives that we've seen in the UK in the last 10 years- not just in schools, not just in education but just as a way of making a positive difference in children's lives...I'm in awe actually."</p> <p>Tim Gill former Director of Play England</p> <p><a href="https://outdoorplayandlearning.org.uk/the-opal-primary-programme/#">https://outdoorplayandlearning.org.uk/the-opal-primary-programme/#</a></p>	5
Enhance pupils' cultural capital by providing a breadth of experiences	<p>We aim to provide greater enrichment opportunities for disadvantaged 4 7 providing a breadth of experiences. pupils here at Ashcombe. PPG pupils are supported to attend a school residential trip in year 5 as a way of widening their experiences and offering them opportunities they may not have the chance to do elsewhere. Research shows that residential trips play a fundamental role in the school experience. 'Residential experiences can lead to individual growth and improvements in social skills, as well as higher order learning.' (CUREE, 2010)</p>	3
Support families with the cost of equipment and uniform.	<p>The EEF state that: 'School uniform policies are thought to complement the development and support of a whole school culture and approach, which in turn may assist pupil discipline and motivation.' Belonging and feeling part of a community is an important part of what makes up our school. Because of this, we aim to help our disadvantaged families with the costs associated with this.</p>	3
Allocation of spaces	<p><a href="https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf</a></p>	2, 3 and 4

for disadvantaged pupils into school after-school enrichment clubs		
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**Total budgeted cost: £239,810**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. In addition to this we've analysed the outcomes of wellbeing interventions for our disadvantaged pupils. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national level where these are available (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

#### 1) Improved reading attainment for disadvantaged pupils in national assessments including Phonics and KS2 reading

(National Averages are shown in brackets)

**EYFS (80.1% Comprehension 76.2% Word Reading)** – 67% of our PP pupils attained both ELGs for reading. This rises to 80% when SEND pupils are removed. 73% of our non PP pupils attained both ELGs for reading, rising to 80% when SEND are removed.

**Year 1 Phonics (80% all pupils, 68% disadvantaged)** – 75% of our PP pupils passed the Phonics check in year 1 rising to 85% when SEND pupils are removed. 82% of non PP pupils passed the check rising to 88% when SEND are removed.

**KS1 Reading (68% all pupils 2023)** – 80% of our PP pupils achieved Expected Standard in Reading, rising to 92% when SEND are removed. 72% of non PP pupils achieved the Expected Standard in Reading rising to 74% when SEND are removed.

**KS2 Reading (74% all pupils, 62% disadvantaged)** – 44% of PP pupils achieved the Expected Standard in Reading, rising to 65% when SEND are removed. 74% of non PP pupils achieved the Expected Standard, falling to 70% when SEND are removed.

In EYFS and KS1, pupil premium pupils are attaining closely to non PP peers, especially when SEND pupils are removed. Last year in year 2, PP pupils attained better than non PP peers. In Key Stage 2 last year, a significant number of PP pupils are had significant SEND and this can account for the relative poor attainment compared to national and local comparators. When solely PP pupils are looked at, our PP pupils are outperforming national comparators)

#### 2) Improving writing attainment for disadvantaged pupils by the end of KS2

**EYFS – (71.4% all pupils)** 67% of our PP pupils met the ELG for writing. This rises to 80% when SEND pupils are removed. This rises to 80% when SEND pupils are removed. 72% of non PP pupils met the writing ELG, rising to 78% when SEND are removed.

**KS1 Writing (70% all pupils 2023)** – 60% of PP pupils met the expected standard. 66% of non PP pupils met the expected standard.

**KS2 Writing (72% all pupils, 58% disadvantaged)** - At the end of KS2 last year, 44% of PP pupils attained the Expected Standard in Writing rising to 60% when SEND are removed. 77% of non PP pupils achieved the Expected Standard, rising to 81% when SEND are removed.

In EYFS and KS1, pupil premium pupils are attaining closely to non PP peers, especially when SEND pupils are removed. Last year in year 2, PP pupils attained better than non PP peers. In Key Stage 2 last year, a significant number of PP pupils are had significant SEND and this can account for the relative poor attainment compared to national and local comparators.

Comparative Judgement is an analysis which allows a standardised assessment of a sample of writing from a statistically significant group of pupils of the same age.

Cohort average writing age 2023-24 (Years and months)	PP pupils (All schools)	NPP pupils (All schools)
Year 1	5y 8m (5y 6m)	6 y 0m (5y 11m)
Year 2	6y 9m (6y 7m)	6y 10m (7y 2m)
Year 3	7y 11m (7y 0m)	8y 3m (7y 10m)
Year 4	7y 3m (7y 10m)	8y 3m (8y 11m)
Year 5	7y 9m (7y 9m)	9y 6m (8y 11m)
Year 6	9y 8m (8y 11m)	13y 1m (10y 4m)

In all years except last year’s year 4 cohort, pupil premium pupils were either outperforming or matching their national comparators.

**3) Improve the wellbeing, mental health and behaviour of our disadvantaged pupils.**

The mentoring support that was provided through the Hargreaves Foundation funding allowed individual support to the most vulnerable of our disadvantaged cohort, the most intense support going to those children who were at risk of exclusion or had disengaged from learning and school

attendance. Over the three years the JHF mentors provided 1-1 support to 32 children varying from 1 hour to 15 hours per week. The JHF mentors in their work and engagement with these children also impacted on other pupils' well-being and attainment through group activities with peers of mentored children.

The support has been both working alongside the children in class, supporting and encouraging children who found the classroom environment difficult, working with individual children who experience anxiety either within a class environment working within school grounds to encourage engagement both to attend school and with the long-term aim of getting the child back into learning.

Total individuals supported over the 3 years is 33 children. All of these children have received at least 1 hour of support per week for at least 2 terms (rotation of 8 children). The more vulnerable and at risk children received more than 1 hours per week.

**Mentors have had an overall positive impact on attendance and also classroom engagement.**

- Out of the 34 mentored children
- 17 have above average attendance overall
- 5 showed an increase in attendance (averaging 8% increase)
- 12 have shown a decrease
  - 1 left for elective home education
  - 2 on reduced timetables which although authorised affects overall figures
  - 2 working with CAMHS
  - 3 now have family support workers, agency involvements or work with social care
  - 2 decreased but only just under average for school due to holiday, this family engages with school.

3 reasons decreased but have illness/holiday reasons

Mentee	Year 1/2/3	Hours (week)	Attendance				Overall result over 3 years
			Attendance 20-21	Attendance 21-22	Attendance 22-23	Attendance 23-24 (to 30/06)	
	1	15	91.40%	70.17%	n/a	n/a	Increase in attendance
	1	15	Managed to order (80%)	95.80%	n/a	n/a	GOOD
	1	15 left Dec 21	80.00%	84.00%	n/a	n/a	Decrease in attendance
	1	8	80.00%	97.90%	n/a	n/a	Increase in attendance
	1 & 2	8 (1) 15 (2)	98.45%	93.45%	95.75%	n/a	GOOD
	1 & 2	6 (1) 12 (2)	98.38%	96.30%	99.47%	n/a	GOOD
	2	6	98.23%	75.23%	91.40%	n/a	Increase in attendance
			95.19%	92.18%	93.02%		
	Current pupils						
	1, 2 & 3	4 (1) 13 (2) 7.5 (3)	98.68%	93.92%	94.59%	95.09%	GOOD
	2 & 3	9	97.97%	91.80%	96.54%	96.38%	GOOD
	2 & 3	9	95.72%	92.59%	99.4%	96.82%	GOOD
	2 & 3	2	95.71%	98.65%	97.87%	99.13%	GOOD
	2	4	92.00%	87.25%	77.00%	55.00%	Decrease in attendance
	2	2	78.20%	71.47%	72.34%	70.80%	Decrease in attendance
	2	2	91.61%	91.01%	92.02%	91.33%	GOOD
	2	2	97.04%	95.24%	97.07%	97.98%	GOOD
	3	1	n/a	n/a	92.92%	92.77%	Decrease in attendance
	3	6	78.10%	80.18%	81.27%	83.58%	Decrease in attendance
	3	15	91.17%	78.77%	71.30%	78.03%	Decrease in attendance
	3	2	100.00%	98.68%	100.00%	98.27%	GOOD
	3	12	94.87%	82.20%	75.34%	81.94%	Decrease in attendance
	3	8	98.70%	92.06%	93.51%	95.53%	GOOD
	3	1	92.26%	92.47%	89.8%	100.00%	GOOD
	3	1	85.8%	78.88%	72.85%	73.21%	Increase in attendance
	3	1	89.3%	87.8%	72.61%	79.48%	Increase in attendance
	3	1	99.67%	99.73%	94.15%	100.00%	GOOD
	3	1	87.0%	80.0%	85.3%	71.10%	Decrease in attendance
	3	3	93.26%	93.32%	95.95%	98.3%	Decrease in attendance
	3	3	95.52%	91.1%	94.15%	94.80%	GOOD
	3	3	97.73%	94.88%	91.08%	92.20%	Decrease in attendance
	3	1	n/a	93.82%	91.89%	87.28%	Decrease in attendance
	3	1	98.42%	91.58%	95.49%	95.53%	GOOD
	3	3 hours from June-Jul	92.18%	96.77%	94.41%	88.80%	Decrease in attendance
	3 (PT)	1	90.17%	87.77%	88.65%	90.46%	Increase in attendance
	3 (PT)	1	100.00%	98.68%	100.00%	98.27%	GOOD
	Total						
	Current Whole school						
			95.19%	92.18%	93.02%	93.40%	
			95.15%	93.15%	93.15%	93.51%	
			95.29%	93.01%	93.51%	93.42%	
			96.36%	91.83%	92.64%	92.01%	
		average at 4-6	95.60%	92.66%	93.11%	92.98%	

### EHWB assessments

This is an area that is specific to the pupil and their individual circumstances, although some initial improvement has been shown overall in some areas the true impact on emotional health will not be seen for a couple of years. The area of impact that has been impacted most is self-awareness and managing their emotions, using zones of regulation has helped support pupils to identify their emotion and have ways of dealing with it in a safe way.

The spreadsheet shows impact individual but as this area is so unique to individual circumstances although the year group figures are provided as a comparison they should not be compared 'like for like'.



- 4) To achieve and sustain improved attendance for all pupils and especially our disadvantaged pupils.

Attendance remains a key concern despite actions last year which included:

- Communication using DfE toolkit to community and target families
- Meetings with EWO
- Involvement of Local Authority Officer
- Learning Mentor monitoring and support
- Referrals to MHST in cases of anxiety

Attendance for the whole school dropped from 93.27% in 2022-23 to 93.02% in 2023-24. Pupil premium attendance also dropped from 90.7% in 2022-23 to 90.3% 2023-24.

We have reviewed our attendance strategy to focus on whole school strategies to encourage 'belonging' this has been coupled with embedding new national guidance for attendance in the 2024-25 academic year.

## 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.*

<b>Programme</b>	<b>Provider</b>
PIXL Primarywise	PiXL
WALKTHRU's	John Catt
Lightning Squad	FFT
Accelerated Reader/STAR reading	Renaissance Learning

## Further information

Additional funds have been sourced in the previous 3 years from the EIS Project which involves Ashcombe Primary School working with The Hargreaves Foundation. The Foundation's objectives were underpinned by the desire to give those under the age of 18, and living with a mental health condition, disability, or growing up in poverty, the opportunity to fulfil their potential whilst improving wellbeing, self-esteem and independence. The Foundation aimed to develop a programme of interventions to support a number of the school's most disadvantaged children. The project came to an end in the 2023-24 academic year. Over the three years of the project there were several outcomes:

- Creation of a Literacy Hub - an immersive, imaginative and literacy-rich space within our school building - with a range of enticing books for children to develop their love of reading.
- Creation of spaces which impact on behaviour for most vulnerable high need pupils – Sensory room, nurture room and water and sand play area.
- Investment in high-quality nonfiction texts linked to Ashcombe's knowledge rich curriculum
- Training with Alex Quigley on how to develop 'gold standard' Literacy teaching at Ashcombe (author of Closing the Reading Gap and EEF content manager). Teachers and TA's will receive training throughout this academic year with a focus on closing the disadvantage gap through literacy.
- Support assessment - STAR assessments used to track reading progress across the school with extra provision of accelerated reader to encourage reading for pleasure.
- Employment of mentors from the Jack Hazeldine Foundation to work with the children most at risk of exclusion in their transition from primary to secondary school. (No-longer in action)
- Investment into ARROW spellings - a reading and spelling intervention for children needing support with these literacy skills specifically. (No-longer in action)