PUPIL PREMIUM STRATEGY STATEMENT

2024/25

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Rawmarsh Ashwood Primary
Number of pupils in school	177 2024-2025
Proportion (%) of pupil premium eligible pupils	31% 2024-2025 (current)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2022-2025 2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	D Roper
Pupil premium lead	D Roper
Governor / Trustee lead	H Walker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2023-2024 58 children £84,357 2024-2025 51 children £74,463
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£74,463

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

At Rawmarsh Ashwood primary School, we aim to send every student into an ever changing world *able* and *qualified* to play their full part in it. School is committed to ensuring that pupils are equipped with the personal attributes that they need to thrive in society in order to be the best possible version of themselves.. At Rawmarsh Ashwood there is a high level of deprivation with 31% of pupils pupil premium. 34% of the school are of ethnic minority background and there are 19 different languages spoken at home. School strives to ensure that no child is socially disadvantaged. School understands that not all 'disadvantaged' pupils are socially deprived and underachieving, while not all pupils who are socially and academically disadvantaged are eligible for Pupil Premium funding. With this in mind we reserve the right to target children in such a way that no child is of a disadvantage. For example, if there are 4 pupil premium pupils needing a phonics intervention and 2 non pupil premium pupils needing the same intervention, the pupils will be grouped together to deliver this intervention.   School has high expectations of all pupils.

School aims to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. Rawmarsh Ashwood adopts a whole school approach in which staff take responsibility for the outcomes of all students, and raise expectations for all students.

Our ultimate objectives are:

✓ To diminish the attainment gap between disadvantaged and non-disadvantaged pupils.

 ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.

✓ To support our children with their social, emotional and mental health wellbeing to remove and societal barriers that may prevent them from accessing learning.

✓ To support disadvantaged families to provide the care and appropriate parental influence to maximise pupil life chances and attainment.

We aim to do this through:

• Focussing on quality first teaching for all pupils, ensuring that any children who are falling behind are rapidly identified and access appropriate teaching, support or intervention.

 • Ensuring school has a high level of focus on Phonics and Early Reading so that all children have to skills needed to become a fluent reader and be able to access the curriculum fully.

• Have a whole school focus to develop oracy to enable disadvantaged pupils to better access the curriculum, build their confidence and find their voice.

• Ensuring that appropriate provision is made for pupils who have an identified SEN need in addition to disadvantage, including access to appropriate agencies if required.

 • Ensuring social, emotional and mental wellbeing at the centre of our ethos and curriculum to ensure that all children can be supported in understanding their feelings and mental health and wellbeing. .

• Provide support to address the wider needs of the family so that the children feel safe and secure at home and so that the parents are aspirational for their child and are able to value and support their child's education.

• Removing any barriers that impact negatively on a child's lateness and/or attendance at school to ensure they have maximum access to the curriculum and quality teaching

Challenges

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

Challenge number	Detail of challenge There is an above average number of children eligible for the Pupil Premium Grant at Ashwood Primary School. We have found that there are several barriers to learning that can limit the progress, engagement and development of our children.
	Raising Attainment Raising attainment from low starting points upon entry to school. - Clear and robust systems in place in ensuring each year group is meeting or exceeding age related expectations - Bridging the gap in each year group to maximise attainment. - Reinforcement of basic concepts - overlearning and fluid groupings, catch up sessions.
1a)	**Reading and phonics:** Assessments, observations, and discussions with pupils indicate underdeveloped blending, segmenting, oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from the Foundation Stage through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
1b)	**Writing:** Assessments, observations, and discussions with pupils indicate underdeveloped writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
1c)	**Maths** Assessments, observations, and discussions with pupils indicate underdeveloped maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
2	**Communication/ Language/ Interaction** *More able disadvantaged pupils do not achieve as well as more able non-disadvantaged pupils*
	- Low oracy skills on entry to school impact greatly on learning. Many children do not know tier 1 or tier 2 vocabulary upon entry to school - Some children lack environmental experiences that allow them to question the world around them. This leads to lack of independence, responsibility and resilience. They find it difficult to articulate their life goals and have a limited understanding of how they would achieve these. Lack of understanding of social situations on entry – this is in part due to the fact that children enter school at F2 from varied settings. We acknowledge that not all pupils have access to stimulating environments and activities that can have an impact on attainment, self-esteem and motivation. - Oracy across all year groups - low level of speech and language in EYFS and KS1 impacts on the overall ability for pupils to progress. Children struggle to blend as a

	result of this because they cannot make the appropriate phonemes in speech which impacts on phonics and early reading. ● Literacy and language acquisition – particularly in the early years with some children entering F2 as non-verbal ● Vocabulary and understanding of vocabulary across all year groups across all subjects - tier 2 vocab in EYFS and tier 3 vocab in KS2.
**New in year starters/new to country**
3	● Influx of new to country children - now 34% of our children are from a minority background. with 19 different languages spoken at home. 9 children were enrolled in 2023-2024 who were new to country and 6 children in Autumn 1 2024-2025 ● Supporting families new to country to assess whether they are pupil premium eligible. ● Lack of understanding of the school system, importance of attending school daily, expectations of learning at different year groups and being school ready.
	Attendance Attendance is priority in school as without children being at school they cannot access any of the teaching and learning we put in place.
4	Wider research has looked at the characteristics of schools that influence pupil performance. Attendance at school is related to performance, with higher attendance rates associated with higher attainment (Taylor, 2012). School is currently supporting a small number of disadvantaged pupils who have poor attendance. ● Some families do not see the importance of attendance for their children and need further support in getting their children to school eg morning routines. ● School has a high percentage of Persistent Absence children meaning missed opportunities in securing learning due to absence
	Cultural capital and wider engagement
5	● For some of our children they have not experienced life beyond their immediate locality of Parkgate, Rawmarsh. ● Children often lack life skills which develop into aspiration and ambition and key personal attributes that help them have a happy and successful life. ● *Many pupils do not have access to additional opportunities that are needed to provide a rounded education which leads to limited cultural capital and enrichment - lack of experiences limits language and understanding. Our curriculum intent is rooted in the belief that this matters.*

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
**Raising attainment**
Improved **phonics attainment** among disadvantaged pupils	**Phonics Screening outcomes** in 2025 show that more than 95% of disadvantaged pupils met the expected standard. This will be measured through the analysis of end of year data for the next 3 years. Gaps in phonics knowledge at KS2 are closed quickly to ensure best possible progress and attainment in reading

	Effective deployment and quality interaction with support staff - Staff will have a bank of strategies / toolkit to support all pupils at wave 1 - 3
Improved **reading attainment** among disadvantaged pupils.	**Reading outcomes** in 2025 show that more than 95% of disadvantaged pupils met the expected standard at end of KS2 and end of KS1. This will be measured through the analysis of end of year data for the next 3 years. Effective deployment and quality interaction with support staff - Staff will have a bank of strategies, SNAP profiles to support all pupils at wave 1 - 3
Improved **writing attainment** among disadvantaged pupils.	Effective deployment and quality interaction with support staff - Staff will have a bank of strategies SNAP profiles to support all pupils at wave 1 - 3
Improved **maths attainment** for disadvantaged pupils at the end of KS2.	Effective deployment and quality interaction with support staff - Staff will have a bank of strategies SNAP profiles to support all pupils at wave 1 - 3
Improved **oral language skills** and vocabulary among disadvantaged pupil	Effective deployment and quality interaction with support staff - Staff will have a bank of strategies SNAP profiles to support all pupils at wave 1 - 3
Attendance	
Disadvantaged pupils will attend school more often.	- There will be a raise of 2% for the attendance of pupil premium children in July 2025 taking attendance of PP pupils to 96% in comparison to this in 2023-2024 at 94% - Attendance panel data shows that there is a decrease in disadvantaged pupils who are persistently absent.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum – Teaching – Trust and School CPD: QFT CPD that is both scheduled / structured and reactive to the educational needs of pupils. Subject specific CPD to enhance QFT e.g Gareth Metcalfe training, Herts for learning reading fluency, use of	Continual professional development of staff, reacting to school needs and national trends / initiatives allows the school to fully support all pupils with the best quality teaching & learning, including disadvantaged pupils. Subject specific CPD focuses on how attainment gaps can be closed and resources utilised to remove any barriers to learning, particularly for disadvantaged pupils.	Challenge 1 Challenge 2 Challenge 3

Pobble. Subject leader curriculum planning and development CPD		
CPD for first quality teaching for all pupils	**EEF evidence from teaching and learning toolkit** **Oral language focus - vocabulary** WPT teaching sequence models us of vocabulary and incorporates vocabulary from prior learning. **Metacognition and self regulation** WPT teaching sequence and use of symbols ensures that all children know what to expect in lessons, reducing cognitive load. Blue Red Amber Green (BRAG) marking ensures that children who are absent are given the opportunity to catch up with the learning missed, misconceptions	Challenge 1 Challenge 2 Challenge 3
Validated Systematic Synthetic Phonics (SSP) Programme programme further resources purchased for school	**EEF evidence from teaching and learning toolkit** 1. 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. 2. The teaching of phonics should be explicit and systematic to support children in making connections 3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). 4. Phonics improves the accuracy of the child's reading https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/	Challenge 1

Diagnostic tests to support pupil progress
   ● YARC
   ● PIRA
	.EEF evidence from teaching and learning toolkit
	● Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. YARC tests identify
		Challenge 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
	areas of support in reading needed so swift targeted intervention can be put into place for all pupils.	
Training given to learning mentor from With me in mind team as mental health lead	**EEF evidence from teaching and learning toolkit** **Metacognition and self regulation** Public health England Fingertips data shows that Rotherham and the area of Rawmarsh have high levels of mental health need.	Challenge 2
Staff release time for First class at number CPD	**EEF evidence from teaching and learning toolkit**	
Staff release time for TEKK challenge with HSBC bank	**EEF evidence from teaching and learning toolkit** **Collaborative learning approaches**	Challenge 2 Challenge 4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trained staff used to deliver targeted interventions across school through the use of; ● Bug club phonics interventions ● Wellcomme ● Herts for Learning Reading Fluency Project training and resources ● SALT intervention programmes ● Reading fluency intervention from aspects identified by YARC reading assessment ● First class at number	**Small group tuition (EEF)-** Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. **Phonics (EEF)-** 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. **Reading Comprehension Strategies (EEF)-** Very high impact for very low cost based on extensive evidence **Maths first class at number Edge Hill university** - Very high impact for very low cost based on extensive evidence	Challenge 1 children in the bottom 20% of readers – including 19 PP children – small group/individual intervention to catch up phonics knowledge gaps, develop fluency and sight recognition. TA £8,550 Fluency interventions £8,550 Small group/individual support for comprehension skills TA £7,125 1:1 reading by SMSA – 15 minutes daily - £3221 First class at number - cost to cover teacher £215 x 3 =£645 First class at number interventions staffing £4,225

Activity	Evidence that supports this approach	Challenge number(s) addressed
● With me in mind mental health and wellbeing interventions eg Flowers 125		
Specific feedback given to pupils using BRAG marking (addressing misconceptions and ensuring challenge)	**Feedback (EEF) -** redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation	Challenge 1,2,3,4
Online learning subscriptions to be provided for all children for maths and English.	**Online Learning - (EEF)** evidence suggests that there is a positive impact on learning through technology. Simply having the technology in place is not enough. The programmes need to be used in a structured way and integrated into the school systems and procedures.	Challenge 1 All children TT Rockstars / Numbots £200 IXL Bedrock
All children in EYFS to be screened by speech and language and identified for additional interventions as required.	Almost 10% of disadvantaged pupils have been identified as requiring additional speech and language interventions. This screening needs to be accurate and timely with recommendations made by a professional SALT. Y1 58% under SALT 8 %class are non verbal - support continues from F2. F1 and F2 All children screening by SALT	SALT interventions delivered daily intervention by TA *£9593*
Total cost academic support		**£42,109**

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving attendance through rigorous monitoring and celebration with a further focus on lower level CP 2024-2054 eg ● Daily contact	Improving school attendance: support for schools and local authorities (DfE) Rewards for attendance - £100 plus cost	Challenge 4 staffing cost attendance lead time to carry out activities

● Home visits ● Attendance panel meetings ● FPN process ● Support meetings with families ● 100% club each term and yearly rewards		£5408
Extended Services After School Clubs	Providing children with opportunities to experience different clubs, activities after school	Challenge 5 £3,075
Parental support	Support for parents to support their children's learning, behaviour, attendance and mental health	Challenge 1 Challenge 2 Challenge 4 £29,900 Learning mentor salary
Total cost wider strategies		**£38,383**

Total PP budget expenditure £74,463

Total cost of strategies used u PP statement £80,492

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.

1) To improve the attendance of specific Pupil Premium families

- Attendance for PP for 2023-2024 was 94.6% compared to 94.7% overall. This is broadly in line with the previous year. 9 PP pupils received home visits and targetted support around attendance, including intervention from learning mentor. 9 PP families were invited to attendance panels throughout the year, with the majority of these children invited to more than 1 panel to improve attendance. Therefore home visits and support from staff in school around attendance will these continue next year.

Breakfast club is offered for all pupil premium pupils to improve attendance free of cost to families. There were 12 pupil premium children who attended breakfast club at a cost of £2470. However, although these places were open to PP pupils, they were not widely attended with PP pupils not attending consistently each week with no notice for non attendance which impacted on staffing of breakfast club. Therefore this has not been an effective use of pupil premium spend and PP funding will not be used for the free cost of breakfast club for PP families, but will be offered at a reduced costing of 50%.

Attendance data 2023-2024
Attendance across school was 94.7% with PP pupils at 94.6% attendance. Overall absence was at 5.3% which is 2% less than national absence rates. PA overall was 16% which was 4% less than National PA .
PP PA was 17.9% which is an increase of 6% on last year. Pupil premium PA was 21% Autumn term, 16% spring term and 19.6% summer term. This is a significant increase from data last year..

	Number of PP pupils who had this support
Home visits completed	9 PP pupils
Early help	8 PP pupils

Strengths

Absence rates for PP pupils was 5.4% over 6% less than national at 11.11%

Areas to develop

There has been a significant increase in PA across all groups of pupils. Therefore this will be a priority next academic year for all pupils.
Conclusion

PA PP pupils will be a priority for increasing attendance next year.

The learning mentor/attendance officer and SLT will continue to work with these families this year as some families still require further support and some families on pupil premium are on the early help pathway.

2) Attainment

- *To improve PP outcomes in reading, writing and maths for all pupils over time*
- *To ensure any pupils not on track to reach age related expectation have clear, timely interventions in place which track closely their progress and attainment over time to ensure they can reach age related goals*

Phonics outcomes for 2023-2024 for PP students show:

Phonics Screening Check	
2024	
All Pupils	Pupil Premium (PP)
76%	40% 2 out of 5 PP pupils

Year 2 Phonics Screening Resit	
2024	
All pupils	pupil premium (pp)
77%	75% 3 out of 4 PP retake pupils
89% (cumulative)	

Y2 outcomes 2023-2024 for PP students show:

Reading 3/7 PP pupils 42% of the PP pupils in class achieved EXS

Writing 2/7 PP pupils 28% of the PP pupils in class achieved EXS

Maths 5/7 PP pupils 71% of the PP pupils in class achieved EXS

Y6 Outcomes 2023-2024 for PP students show:

Reading 6/9 PP pupils 66% of the PP pupils in class achieved EXS and 3/9 PP pupils achieving GDS reading

Writing 6/9 PP pupils 66% of the PP pupils in class achieved EXS

Maths 7/9 PP pupils 78% of the PP pupils in class achieved EXS and 2/9 PP pupils achieving GDS maths.

Strengths

Further staff training on bug club phonics progression, additional pupil progress meetings across phases and clearer tracking of all pupils led to more effective and timely teaching and learning of the scheme.

Test technique CPD has been given to support KS2 staff in understanding test specification at the end of key stage. Gap analysis of each SATs practice test ensured specific tailored teaching and learning for pupils, including groupings and streaming. This led to more positive outcomes for pupils.

More specific targeted support will be put into place for phonics, reading, writing and maths as a priority for PP pupils.

Areas for development next year

From analysis of this data for next year there needs to be careful deployment of support staff to narrow the gap between PP and national expectations for year groups, according to PP gap analysis of subjects to maximise attainment.

Conclusion

Data shows that the gap is closing between PP and non PP. However, school is striving to be more broadly in line with national for all pupils. This gap is closer in Y6 than Y2. Therefore staffing and groupings will be tailored more specifically to the gap analysis of PP pupils.

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
Speech and Language Therapist	Rotherham NHS Trust
Bug club phonics	Pearson

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	