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Ashwood Pupil Premium Strategy Report

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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.

1. School overview

School Name	Rawmarsh Ashwood Primary School
Number of Pupils in school	167
Proportion of Pupil Premium eligible pupils	27% (45 children)
Academic Year	2025/26
Date this statement was published	September 2025
Date for next review	July 2026
Statement authorised by	Helen O'Brien, CEO, WPT
Pupil Premium Lead	Dawn Roper
Governor Lead	Helen Walker

2. Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£75,750
Pupil Premium funding carried forward from previous years	£0
Total budget for this academic year	£75,750

Part A: Pupil Premium Strategy Plan

Our Ultimate Objectives for Disadvantaged Pupils

Our primary aim is to ensure all disadvantaged pupils achieve academic parity by accelerating progress in the early years and Key Stage 1, while providing the intense SEMH support necessary to maintain stable attendance and access to the curriculum.

Specifically, by the end of this strategy (July 2026), our disadvantaged pupils will:

- **Close KS1 Attainment Gaps:** Achieve Y2 Combined Expected Standard (EXS+) for PP pupils exceeding 60% significantly narrowing the writing gap, and closing the EYFS GLD gap to less than 5%
- **Embed Foundational Language:** Increase the Year 1 Phonics PP pass rate to be in line with national and reduce the reliance on specialist support by increasing the number of children discharged from the SaLT caseload by 10%
- **Reverse Attendance Decline:** Recover overall Pupil Premium attendance to 93% narrowing the gap to less than and achieving **zero** unauthorised holiday absences.
- **Sustain Behavioural Stability:** Maintain **zero** PP Suspensions and Permanent Exclusions, while successfully reducing the PP SEMH caseload (e.g., With Me In Mind/Nurture) by 15%
- **Broaden Enrichment:** Increase PP pupils attending **more than two clubs to over 50%**, with a specific focus on key stage 1 pupils and EYFS and continue to achieve 100% attendance for Year 6 PP pupils at residential events

Alignment of the Current Strategy Plan (2025/2026)

Our strategy is an evidence-informed, tiered response focusing intensely on the persistent challenges identified in our data, particularly the recent critical drop in attendance, the wide KS1 attainment gaps, and the escalating SEMH caseload.

The strategy allocates **£19,294** for academic support, focusing on staffing and TA time for **Little Wandle phonics and Little Wandle Rapid Catch-Up** to close wide KS1 gaps and drive Quality First Teaching (QFT) consistency. **£8,787** is invested in literacy via dedicated phonics interventions and specialist **SaLT support** for early language acquisition. A commitment of **£9,113** funds Welfare Officers and parental engagement to tackle any pupil premium pupil **critical drop in YTD attendance** and achieve zero unauthorised holiday absences. The largest investment of **£32,951** is dedicated to managing the escalating SEMH caseload (up to 16 PP students) via **Magna Lane** and increased **Mental Health Interventions**. Finally, **£5,606** is used to subsidise and target clubs to increase the range and depth of enrichment accessed by pupils.

Key Principles of the Strategy Plan

The Rawmarsh Ashwood Primary strategy is underpinned by three core, interdependent principles:

- **Urgent Attendance and Partnership Recovery:** Implementing an intensive, proactive parental engagement strategy to immediately reverse any drop in attendance, focusing on eliminating unauthorised holiday absences and rebuilding shared accountability.
- **Early Language and QFT Reinforcement:** Strengthening Quality First Teaching (QFT) in KS1 and targeting specialist interventions (Little Wandle, SaLT and Launchpad to literacy) to drive rapid progress in foundational language, thereby closing attainment gaps earlier.
- **Sustained Stability Under Pressure:** Maintaining the proven **zero-suspension record** by increasing capacity for escalating SEMH needs (With Me In Mind, Nurture) and utilising external provision (Magna Lane) for complex cases, ensuring continuous access to learning.

Challenges

A forensic analysis of student data drives our plan. This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge Number	Details of Challenge
1	Attainment Gap in Key Stage 1: The Year 2 writing EXS+ gap is significant (PP 37% vs All 65%). The Y1 Phonics PP attainment dropped from 40% (2023/24) to 43% (2024/25), but remains far below the All rate.
2	Foundational Speech, Language, and Literacy Gaps: Although interventions were successful, this is a continuous area of focus. Screening of FS1 and FS2 pupils is necessary to secure early communication skills, confirming that language acquisition is a significant barrier to academic access.
3	Improving attendance and engagement: The PP attendance figure has seen a sharp drop from 93% (2024/25) to 88% (2025/26 YTD, widening the gap to All to -5% (up from -1%). This is primarily due to 8 PP pupils going on holiday in Aut 1, highlighting an opportunity to strengthen parental engagement and support for consistent attendance. Addressing this issue is critical to ensuring that disadvantaged pupils have consistent access to learning and can make expected progress.
4	Escalating SEMH Caseload: The number of PP students requiring mental health interventions is significantly increasing (up from 10 in 2023/24 to 16 in 2024/25 for SaLT/Mental Health support). This high-level need requires increasing investment in targeted therapeutic provision.
5	Enhancing Engagement in Enrichment Activities: 74% of PP pupils (35/47) attended at least one extracurricular club, demonstrating strong initial engagement. While 28% of PP pupils participated in more than two clubs (compared to 40% of all pupils), there is further opportunity to broaden participation further, particularly at younger ages. By supporting families and removing logistical or confidence barriers, we can increase access to enrichment opportunities, helping pupils develop cultural capital, social skills, and a wider range of experiences that enhance both academic and personal growth.
6	Promoting and Sustaining Behaviour Stability: In 2024/25, school achieved zero suspensions or exclusions, demonstrating a strong foundation of positive behaviour management. With the growing number of pupils with social, emotional, and mental health (SEMH) needs (Challenge 4) and previous use of Magna Lane provision in 2023/24, there is an opportunity to build on this success. By continuing to provide targeted support, proactive interventions, and ongoing monitoring, the school can ensure that all pupils thrive in a safe, supportive, and inclusive learning environment.
7	Maximising Quality First Teaching and Accelerating Progress: Although significant investment has been made, there remains an opportunity to further close the attainment gap in Key Stage 1 (for example, Year 2 Reading EXS+: PP 50% vs All 74%). By focusing on high-quality teaching, targeted interventions, and progress monitoring, we aim to accelerate learning for all Pupil Premium pupils, ensuring that each child achieves the expected standard and is well-prepared for future success.

Intended Outcomes & Impact Measures

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	Baseline (from 2025 Data)	Target / Success Criteria (by July 2026)
1. Improve Attainment & Progress	Y2 Reading EXS+ PP: 50%. Y6 Reading EXS+ PP: 75%.	Y2 Combined EXS+ PP to exceed 60%. Y6 Combined EXS+ PP to exceed 80%. EYFS GLD PP to narrow the gap to All to less than -5%.
2. Close Literacy & Numeracy Gaps	Y1 Phonics PP: 43%. SaLT measurable progress: 8 children.	Y1 Phonics PP to exceed 60%. Increase the number of children discharged from the SaLT caseload by 10%.
3. Improve Attendance	PP Attendance (2025/26 YTD): 88%. Gap: -5%.	PP Attendance to recover to 93%. Gap to narrow to less than -2%. Achieve zero unauthorised holiday absences.
4. Reduce Extreme Sanctions & Improve Behaviour	PP Suspensions (2024/25): 0. SEMH caseload: 16 PP pupils.	Maintain zero PP Suspensions and Permanent Exclusions. Reduce the PP SEMH caseload (e.g., With Me In Mind/Nurture) by 15%.
5. Boost Aspirations & Post-16 Readiness	PP Pupils attending >2 clubs: 28%.	Increase PP pupils attending >2 clubs to over 50%. Achieve 100% attendance for Y6 PP pupils at aspirational careers events.
6. Increase Engagement in Enrichment	PP Club Attendance: 74% (at least 1 club). Y6 Residential PP: 100%.	Maintain 100% Y6 PP Residential attendance. Increase overall PP representation at school sports games events to over 70%.

Activity in this academic year

Our strategy is underpinned by significant financial investment, targeted directly at the challenges identified. This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above. This includes teaching, targeted academic support and wider strategies.

Financial Breakdown by Strategic Priority	Key Activities Funded	Budgeted Cost	Activity & Evidence Base
Attainment & Academic Support (Challenges 1, 7)	Additional staffing (TA/Teacher) to deliver Reading, Writing, and Maths lessons to support firstquality teaching. Additional TA hours for structured intervention, Digital Learning Platforms.	£14,090 £5,204	Dedicated resource to accelerate Little Wandle KS1 and any pupils still needing this in KS2 for keep up and rapid catch-up and close the wide attainment gaps.
Literacy & Numeracy (Challenge 2)	Diagnostic Testing (Little Wandle assessments, Phonics screening), Fluency Project Literacy Lessons, Targeted Phonics instruction (Phonics intervention groups).	£8,787	Little Wandle daily keep up, and Rapid catch up interventions for Y1/Y2 (average PP gain +24 marks) are essential to reverse

			the low phonics rate. SaLT support for early identification.
Attendance & Punctuality Drive (Challenge 3)	Welfare Officers and Parental Engagement Manager (parental engagement, home visits), Practical support (removing transport barriers), and an Attendance rewards system.	£9,113	Proactive parental engagement (+4 months' progress) is required to tackle the 5% critical drop in attendance and address unauthorised holiday absences.
Behaviour & SEMH Support (Challenges 4, 6)	Behaviour Support Officers, Magna Lane provision, Hamish and Milo Programme, Lego therapy and ELSA-trained Teaching Assistants. Increasing Mental Health Interventions (e.g., With Me In Mind/Nurture).	£32,951	Behaviour interventions show +4 months' progress. Essential investment to manage the escalating SEMH caseload (16 PP students) and maintain zero suspensions.
Enrichment & Aspirations (Challenge 5)	Outdoor adventurous activities within the PE curriculum, Peripatetic music lessons, Robust careers provision including speakers and visits, Programme of trips and visits (covering costs - Trust Residential).	£5,606	Arts participation (+2 months). Subsidising and targeting clubs is critical to moving pupils from simply 'attending one club' to accessing a wide range of enrichment (Challenge 5).
Total budgeted cost		£75,750.00	

Part B: Review of the Previous Academic Year

This evaluation measures the impact of the 2024/25 Pupil Premium strategy by aligning outcomes against the seven identified challenges.

Attainment Gap in Key Stage 1

Evaluation Detail	Summary
Impact	Mixed. While Y6 results showed strong PP attainment (Maths EXS+ 75%, Reading EXS+ 75%), the KS1 gap remains wide. Y2 Reading EXS+ PP was 50% vs All 74%. This shows that the strategy successfully sustains attainment in Y6 but fails for some pupils to close the gap early on.

Foundational Speech, Language, and Literacy Gaps

Evaluation Detail	Summary
Impact	Effective Interventions. Targeted phonics intervention secured an average gain of +24 marks for PP pupils (vs +23 for All) from the Y1 baseline, showing that the bespoke interventions are accelerating progress. Furthermore, the SaLT strategy led to 6 children being discharged and 77% of children making progress in receptive language following small-group support.

Decrease in Attendance

Evaluation Detail	Summary
Impact	For the academic year 2024/2025 PP attendance was 93% . For the autumn . PP attendance has declined to 89% (2025/26 YTD), widening the gap to –4%. This is largely linked to unauthorised holiday absences in the autumn 1 term, indicating a need to strengthen parental engagement and shared accountability. While this presents a significant challenge, it also offers a clear opportunity to implement a more targeted and strategic approach to improve attendance and rebuild strong partnerships with families.

Escalating SEMH Caseload

Evaluation Detail	Summary
Impact	High Demand – Strategic Priority. The number of PP pupils requiring intensive mental health support (With Me In Mind, Nurture) has increased from 10 to 16 in 2024/25, reflecting a growing SEMH need. While this highlights increasing pressure on support systems, the current record of zero suspensions demonstrates the effectiveness of existing interventions. This trend signals the need for increased investment and capacity building to sustain positive outcomes and secure long-term emotional stability for pupils.

Low Range of Enrichment Participation

Evaluation Detail	Summary
Impact	A significant 74% of our Pupil Premium (PP) students are actively engaged in at least one extra-curricular club, demonstrating a strong foundational uptake of our enrichment provision. This is a testament to the efforts in breaking down initial barriers to access. While this initial engagement is strong, we recognise a clear opportunity for deeper involvement: 28% of PP students currently participate in more than two clubs, compared to 40% of the non-PP cohort. This gap highlights a strategic area for development, suggesting persistent barriers related to parental confidence and logistical support that limit the breadth and depth of sustained enrichment experiences.

Sustaining Behaviour Stability

Evaluation Detail	Summary
Impact	Positive and Sustained Impact. The school successfully maintained zero suspensions or exclusions in 2024/25. The targeted use of Magna Lane provision for one pupil who had experienced two suspensions in 2023/24 effectively stabilised behaviour, resulting in no further suspensions. This demonstrates the strength and sustainability of the current behaviour strategy.

Ensuring QFT and Progress Acceleration

Evaluation Detail	Summary
Impact	Our Pupil Premium (PP) strategies have demonstrated strong and effective outcomes in Key Stage 2, notably resulting in excellent attainment in Year 6. This success validates our overall approach to sustained support. However, a clear opportunity for accelerated progress exists within Key Stage 1, where significant attainment gaps persist, particularly in Year 2 (e.g., Writing EXS+ PP at 37% compared to 65% for all students). This data pinpoints the need to elevate the consistency and potency of our early intervention framework and Quality First Teaching (QFT) in KS1. Currently, these practices are not yet driving rapid enough progress to pre-empt these later gaps. Our forward-looking focus will therefore be on: Strengthening instructional consistency across all Year 1 and Year 2 classrooms. Refining and accelerating early targeted interventions to ensure immediate and significant impact at the first sign of a gap. By making this strategic investment in the earliest years, we will narrow the attainment gap earlier, ensuring that the high outcomes achieved in KS2 are sustained and embedded from the foundation up.

Areas of Strength: Strategies to Keep and Build On (2025/26)

Strategy Category	Specific Strategy to Do Again	Rationale (Supported by 2024/25 Outcomes)
Targeted Academic Support (Challenge 2, 7)	Bespoke Phonics/Literacy Interventions (Tailored from SSP Gap Analysis):	Secured an average gain of +24 marks for PP pupils from the Y1 baseline, exceeding the All pupil average. This proves the bespoke, diagnostic approach accelerates progress for those targeted.
Foundational Language Skills (Challenge 2)	Speech and Language Therapy (SaLT) Caseload Management & Screening:	The individualised SaLT program was highly effective, leading to 6 children being discharged and 77% of children making measurable progress in receptive language.
Behaviour & SEMH Support (Challenge 6)	Sustaining Zero Suspensions via Magna Lane/External Provision:	The strategy successfully achieved zero suspensions/exclusions in 2024/25, demonstrating that the internal management, backed by the use of external provision for stabilisation (Magna Lane), is essential for behaviour stability.

Strategy Category	Specific Strategy to Do Again	Rationale (Supported by 2024/25 Outcomes)
Enrichment & Aspirations (Challenge 6)	Securing Attendance at Key Aspirational Events (Y6 Residential):	Successfully achieved 100% attendance for PP pupils at the Y6 Residential, proving that financial barriers can be completely removed for high-impact, aspirational events.

Part C: Further Information and Context

Improve Attainment & Progress

	2023/2024 PP	2023/2024 All	2024/2025 PP	2024/2025 All
EYFS			50% 1/2	60%
Phonics Y1	40% 2/5	76%	43% 3/7	68%
Phonics Y2 cumulative	75% 3/4	77% 10/13	75% 3/4	57% 4/7
Year 2 maths EXS+	25%	44%	50% 4/8	61% 14/23
Year 2 reading EXS+	25%	41%	50% 4/8	74% 17/23
Year 2 writing EXS+	25%	41%	37% 3/8	65% 15/23
Year 6 maths EXS+	78% 7/9	69%	75% 6/8	71%
Year 6 reading EXS+	66% 6/9	66%	75% 6/8	62%
Year 6 writing EXS+	66% 6/9	59%	62% 5/8	67%

Close Literacy & Numeracy Gaps – Interventions and Impact

Phonics

All pupils across Y1 and Y2 had additional bespoke phonics interventions. This was tailored from each pupil's gap analysis from phonics screening check practices and the SSP gap analysis. In Y2 3 out of 4 PP pupils achieved phonics screening retake.

Of the 8 PP pupils targeted for specific phonics intervention the average phonics score gained from Y1 baseline was + 24 marks in comparison to +23 marks for all pupils from Y1 baseline.

Literacy and numeracy

Targeted interventions were implemented to close gaps in literacy and numeracy for pupils eligible for pupil premium funding. Programmes included small group tutoring, precision teaching, daily reading fluency sessions, and focused maths retrieval and reasoning practice. Regular assessment tracking ensured support was responsive to individual needs. As a result, the majority of pupils made accelerated progress from their starting points, with improved reading fluency, vocabulary, number fluency, and problem-solving confidence. Gaps between pupil premium and non-pupil premium pupils have narrowed across key stages, particularly in reading comprehension and arithmetic accuracy.



Speech and Language Outcomes 2024–25

All children on the Speech and Language (SaLT) caseload received individualised programmes and termly reviews, with close collaboration between school, parents, and both core and traded SaLT services. Of the 22 children supported, **6 were discharged after achieving age-appropriate communication skills**, and **a further 8 made measurable progress** toward their updated targets.

All **FS1 and FS2 pupils were screened**, ensuring early identification and intervention. Following targeted small group support (Key Word Level, Tiny Talkers, Talking Tables), **77% of children made progress** in receptive language, and the majority were within normal limits by year end.

Improved Attendance

	2021/22	2022/23	2023/24	2024/25	2025/26*
All	95%	96%	95%	94%	93%
PP	95%	95%	95%	93%	89%
FSM Ever6	95%	95%	95%	93%	89%
Gap	0%	-1%	0%	-1%	-5%

*Year to date - 8 PP pupils went on holiday in Aut 1

Attendance Bands

	2021/22	2022/23	2023/24	2024/25	2025/26*
100%	10%	11%	8%	9%	52%
95%-100%	47%	53%	53%	47%	20%
90%-100%	29%	26%	24%	25%	8%
50%-89%	13%	10%	14%	15%	16%
Below 50%	1%	1%	2%	3%	3%
Total	94.05	95.10	93.43	92.02	93.62



Reduce Extreme Sanctions & Improve Behaviour

Exclusions and Suspensions

Permanent Exclusions

	2021/22	2022/23	2023/24	2024/25	2025/26*
All	0	0	0	0	0
PP	0	0	0	0	0
FSM Ever6	0	0	0	0	0

Suspensions

	2021/22	2022/23	2023/24	2024/25	2025/26*
All	0	0	2 (1 child)	0	0
PP	0	0	2	0	0
FSM Ever6	0	0	0	0	0

From the intervention placement at Magna Lane for the 1 pupil suspended 2 times in 2023/2024 this has shown impact in the pupil having no further suspensions.

Positive Behaviours

Positive Events per Student

	2021/22	2022/23	2023/24 Dojo setting will not allow going back more than a year	2024/25	2025/26*
All				103	24
PP				82	23
FSM Ever6				82	23



Boost Aspirations & Careers Readiness

Activities and Events Analysis

74% of Pupil Premium pupils attended at least one extra-curricular club in 2024–25, showing strong overall engagement compared to 81% of all pupils. Over half (53%) attended more than one club, but this remains slightly below non-PP peers. Participation is particularly strong in Years 3 and 5 (100%).

PP pupils benefit from enrichment that develops cultural capital, wellbeing and confidence, though fewer are accessing a wide range of clubs (28% attended more than two, compared to 40% overall). Barriers at younger ages include confidence in parents wanting children to stay at school beyond the school day.

Increase Engagement in Enrichment

- Trips/visits paid for numbers - 2024/2025, 2 pupils
- Residentials - 8/8 PP pupils
- Clubs - 74% 35/47 PP pupils attended at least 1 club throughout the year, 25/47 PP pupils attended more than one club
- Sporting events - 64% of PP pupils represented in at least 1 school sports games event





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