

Ashford Oaks Pupil premium strategy statement 2025-2029

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ashford Oaks
Number of pupils in school	454
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2029
Date this statement was published	17 th July 2025
Date on which it will be reviewed	At every monitoring review (3 times a year)
Statement authorised by	Rob Cooke
Pupil premium lead	Phil Chantler
Governor / Trustee lead	Theresa Dickens

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£343,675.00
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	£343,675.00

Part A: Pupil premium strategy plan

Statement of intent

At Ashford Oaks, 58% of our pupils are eligible for the Pupil Premium — significantly above the national average. This means that our strategy is not targeted at a small group, but is instead a **whole-school approach**: the Pupil Premium shapes our universal offer while also enabling us to provide additional targeted support where needed.

Our commitment is that every pupil — regardless of background, challenge, or starting point — will achieve highly across a broad, ambitious, and knowledge-rich curriculum. Our strategy is rooted in equity: it seeks to close attainment gaps, raise aspirations, and remove barriers so that disadvantage is never a predictor of future success.

We recognise the complex and varied challenges our pupils may face, including socio-economic disadvantage, SEND, attendance concerns, or limited access to wider enrichment opportunities. While our strategy is designed with disadvantaged pupils in mind, the scale of disadvantage in our school means that all pupils benefit from the high-quality teaching, curriculum design, and pastoral provision it enables.

High-quality, inclusive teaching is the cornerstone of our approach. This is underpinned by robust evidence, including guidance from the **Education Endowment Foundation (EEF)** and the **Department for Education (DfE, *Using Pupil Premium: Guidance for School Leaders*, March 2025)**. Our staff-developed **CLAD framework (Challenge, Learning Behaviours, Assessment, Driving Progress)** provides a consistent foundation for planning, teaching, and reviewing pupil outcomes.

Our Pupil Premium strategy is structured around the **EEF's three-tiered model of approaches**:

- **Tier 1 – High-quality teaching**: Prioritising inclusive classroom practice, adaptive teaching strategies, strong subject knowledge, and professional development so that every teacher is equipped to meet the needs of our disadvantaged majority.
- **Tier 2 – Targeted academic support**: Using diagnostic assessment, Pupil Progress Meetings, and SEND referral pathways to provide timely, tailored interventions for pupils who need additional help beyond the universal offer.
- **Tier 3 – Wider strategies**: Recognising that pastoral, emotional, and social needs are integral to success, we work closely with families and external partners to strengthen wellbeing, attendance, and readiness to learn.

Monitoring and Accountability

The effectiveness of this strategy is overseen by senior leaders and governors, and is reviewed regularly through:

- **Pupil Progress Meetings** and internal assessment tracking to measure progress and close gaps.
- **SEN and safeguarding systems** to ensure rapid identification of emerging needs.
- **External monitoring**, including collaboration reviews and Improvement Adviser visits.

Our intention is not only to ensure measurable impact within each strategy cycle, but also to embed **sustainable, evidence-informed practice** that secures equity and excellence for our disadvantaged majority, and for the whole school community.

Challenges

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

Challenge number	Detail of challenge
1	Oral Language and Early Communication Baseline assessments show that a significant proportion of disadvantaged pupils enter EYFS with lower levels of oral language, vocabulary, and communication skills than their peers. This hinders early reading, writing, and wider learning across the curriculum.
2	Literacy and Reading Fluency Disadvantaged pupils, particularly in KS1 and KS2, have lower attainment in reading and writing. This restricts access to the wider curriculum, especially in subjects that require strong literacy for comprehension and expression (e.g. science, history).
3	Numeracy and Mathematical Reasoning Many disadvantaged pupils have underdeveloped number sense and limited access to mathematical vocabulary. This impacts their ability to reason, problem-solve, and apply mathematical concepts across subjects.
4	Cultural Capital and Vocabulary Development Reduced exposure to enrichment opportunities and limited academic vocabulary mean that disadvantaged pupils often struggle to engage fully with the curriculum, limiting both attainment and aspiration.
5	Attendance and Persistent Absence Attendance for disadvantaged pupils is below national averages (gap of 1.9–3.5%), and persistent absence is significantly higher (34.6% vs 14.9%). This has a direct negative impact on learning continuity, progress, and outcomes.

6	Social, Emotional, and Mental Health (SEMH) Disadvantaged pupils are disproportionately represented in referrals to the pastoral team (71.6%). High levels of SEMH need affect readiness to learn, resilience, and engagement in school life, particularly from EYFS entry.
7	Post-Pandemic Recovery COVID-19 has deepened existing disadvantage for many pupils, particularly those entering EYFS and KS1, compounding gaps in communication, language, literacy, and social development.

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
Improve oral language and vocabulary in EYFS and KS1	- Increased percentage of disadvantaged pupils meeting age-related expectations in Communication & Language by the end of EYFS and KS1. - Clear, observable improvements in oracy skills, including vocabulary use, sentence structure, and listening comprehension, as evidenced in learning walks, teacher assessment, and pupil voice. - Reduction in the attainment gap in Communication & Language between disadvantaged pupils and their peers.
Accelerate phonics progress and early reading skills	- Disadvantaged pupils achieve improved outcomes in the Phonics Screening Check, with the gap between disadvantaged and non-disadvantaged pupils narrowing year-on-year. - Regular tracking of decoding and reading fluency in KS1 shows measurable progress for disadvantaged pupils.

	Teacher assessments and learning walks evidence confident application of phonics skills in reading and writing across the curriculum.
Raise attainment in reading and writing across KS1 and KS2	- Increased percentage of disadvantaged pupils achieving age-related expectations in reading and writing at the end of each key stage. - Year-on-year narrowing of the attainment gap between disadvantaged and non-disadvantaged pupils. - Teacher assessment, work scrutiny, and Pupil Progress Meetings demonstrate consistent improvement in comprehension, writing composition, and vocabulary use.
Strengthen numeracy skills across all phases	- Improved attainment in maths assessments for disadvantaged pupils, with gaps closing relative to peers. - Enhanced fluency in number facts, reasoning, and problem-solving skills observed in class and through internal assessments. - Evidence of confident use of mathematical vocabulary across the curriculum.
Broaden access to wider curriculum and cultural capital	- Disadvantaged pupils regularly engage in enrichment activities, trips, and curriculum-linked experiences. - Pupil voice and teacher observation demonstrate increased participation, confidence, and use of academic vocabulary. - Curriculum outcomes in foundation subjects (science, history, geography, art) improve for disadvantaged pupils.
Improve attendance and reduce persistent absence among disadvantaged pupils	- Year-on-year increase in attendance for disadvantaged pupils, moving toward national averages. - Reduction in persistent absence among disadvantaged pupils (target: reduce gap by at least 50% within strategy cycle). - Positive changes in punctuality and engagement as tracked through attendance data and pastoral monitoring.
Strengthen emotional wellbeing and SEMH support systems	- Reduced number of behavioural or SEMH-related referrals for disadvantaged pupils over time. - Pupil surveys and case studies indicate improved resilience, wellbeing, and readiness to learn. - Fewer disadvantaged pupils require intensive pastoral intervention by the end of each key stage.
Reduce the impact of COVID-related gaps, especially for new EYFS cohorts	- EYFS and KS1 disadvantaged pupils demonstrate accelerated progress in communication, language, literacy, and numeracy compared with previous cohorts. - Early assessments show narrowing of gaps in learning and development domains exacerbated by pandemic disruption. - Teachers report increased confidence and engagement in learning, supported by targeted interventions and catch-up programmes.

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: **£126,137.72**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To deliver a bespoke learning environment that addresses the specific needs of disadvantaged pupils, fostering their communication and language development in line with the latest EYFS guidelines.	Follow the EYFS Statutory Framework (2025) and implement a language-rich curriculum tailored to the needs of disadvantaged pupils, incorporating the Every Child a Talker (ECaT) principles and targeted oral language strategies. Evidence: • EEF Early Years Toolkit: Oral language interventions improve communication skills and early literacy outcomes for disadvantaged children. • EYFS Statutory Framework (2025): Emphasises the importance of communication, language, and personalised learning. • Croner-i & Education Policy Institute: Targeted language programmes support vocabulary development and narrow the word gap.	1, 2, 3, 4, 5
Adoption of a knowledge rich and carefully sequenced curriculum	Adopt a knowledge-rich, carefully sequenced curriculum across all subjects, ensuring progression and coherence that supports disadvantaged pupils' access to key concepts and vocabulary. Evidence:	6

	DfE Curriculum Reviews (2025): Highlight the importance of well-sequenced, coherent curricula in improving outcomes for disadvantaged pupils. EEF Teaching and Learning Toolkit: Structured curriculum sequencing and high-quality teaching are strongly linked to improved attainment and progress. Impact: Disadvantaged pupils make measurable progress in literacy, numeracy, and foundation subjects. Improved engagement, knowledge retention, and readiness for subsequent learning.	
Follow our DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils, with catch-up interventions to ensure no pupil falls behind.	Follow our DfE-validated Systematic Synthetic Phonics (SSP) programme to deliver high-quality phonics teaching for all pupils, with targeted catch-up interventions to ensure no pupil falls behind. Whole-class teaching is prioritised in line with EEF guidance to avoid negative effects of setting. Evidence: EEF Early Literacy Toolkit – Phonics: Strong evidence that systematic phonics improves word reading accuracy, particularly for disadvantaged pupils. EEF Guidance on Setting: Whole-class approaches are more effective for disadvantaged pupils than ability grouping.	2
Embed and refine reading comprehension strategy	Embed and refine our reading comprehension strategy using Destination Reader, ensuring structured teaching of inference, vocabulary, and comprehension skills across KS1 and KS2. Evidence: • EEF Reading Comprehension Toolkit: Effective reading comprehension approaches have a high impact on pupil progress, particularly for disadvantaged learners. • Open University Research (OU, 2023): Provides guidance on optimising comprehension programmes like Destination Reader for maximum impact.	4

Enhance maths teaching and curriculum planning using a well-sequenced scheme of work , ensuring coherent progression, conceptual understanding, and reasoning skills for all pupils.	Enhance maths teaching and curriculum planning using a well-sequenced scheme of work (White Rose) , ensuring coherent progression, conceptual understanding, and reasoning skills for all pupils. Evidence: • DfE Non-Statutory Guidance (KS1 & KS2, 2025): Evidence-based approaches, developed with NCETM, support progression, fluency, and reasoning. • EEF Improving Mathematics Guidance: Well-structured curricula and high-quality teaching improve attainment, particularly for disadvantaged pupils.	5

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

Budgeted cost: **£127,990.72**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a wide range of SEN and catch-up interventions delivered by trained staff, ensuring provision is precisely matched to pupils' needs	Provide a wide range of SEN and catch-up interventions delivered by trained staff, ensuring provision is precisely matched to pupils' needs. This includes: • Tailored interventions linked to EHCP recommendations and school-based assessments. • Evidence-informed approaches across literacy, numeracy, and communication, with additional focus on pupils with SEND and disadvantaged backgrounds. • Regular review cycles using the EEF Intervention Health	1, 2, 3, 4, 5

	Check to ensure quality, fidelity, and impact. • Deployment of specialist staff (e.g. SENCo, pastoral team, external therapists) to maximise targeted support. Evidence: • EEF Intervention Health Check (2022): Stresses the importance of selecting, implementing, and monitoring interventions with fidelity to achieve maximum impact. • DfE SEND Code of Practice (updated 2025): Emphasises early, evidence-informed support and the need for personalised interventions aligned with EHCPs. • EEF Teaching and Learning Toolkit: Targeted small-group or one-to-one interventions have strong evidence of accelerating progress when effectively delivered and monitored.	
--	---	--

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

Budgeted cost: **£77,656.56**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the principles of good practice set out in the DfE's Improving School Attendance (2022, updated 2025) advice .	Embed the principles of good practice set out in the DfE's Improving School Attendance (2022, updated 2025) advice. This includes: Evidence:	6

Training and release time for staff to develop and embed consistent attendance procedures. Appointment of attendance and family support officers to engage directly with families. Strengthened systems for early identification and intervention to address persistent absence. Close monitoring through data analysis and multi-agency work to remove barriers to attendance.	DfE Improving School Attendance (2025): Highlights the importance of whole-school culture, early intervention, and strong parental engagement in sustaining improved attendance. EEF Attendance Interventions Toolkit: Evidence shows that targeted, proactive approaches to attendance can have a positive impact on attainment, especially for disadvantaged pupils, when combined with wider pastoral support.	
Deliver a whole-school wellbeing and behaviour programme, combining high-quality classroom practice with targeted support from our Pastoral Support Team.	Deliver a whole-school wellbeing and behaviour programme, combining high-quality classroom practice with targeted support from our Pastoral Support Team. Provision includes: • Staff training in emotional literacy, restorative practice, and trauma-informed approaches. • Small-group and 1:1 interventions for pupils with emerging or complex SEMH needs. • Whole-class initiatives to promote positive behaviour, self-regulation, and resilience. • Close collaboration with families and external agencies to provide consistent, wrap-around support.	7

	Evidence: • EEF Behaviour Interventions Toolkit: Behaviour and SEMH approaches can improve attainment (on average +4 months progress), particularly when implemented consistently and in combination with quality-first teaching. • Early Intervention Foundation (EIF, 2023): Highlights the importance of school-based mental health interventions, particularly for disadvantaged pupils, in improving emotional wellbeing, behaviour, and long-term outcomes. • DfE Mental Health and Behaviour in Schools (2023): Emphasises the role of preventative strategies and trained staff in embedding a culture of wellbeing.	
--	--	--

Total budgeted cost: £331,785

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 2024 to 2025 academic year.

The proportion of children, across the school, working at disadvantaged children working at Age Related Expectation was lower than for non-disadvantaged.					
KS1					
Pupil Premium	Reading	72.4%	Writing	69.5%	Maths 79.6%
Non Pupil Premium	Reading	85.7%	Writing	83.3%	Maths 88.1%
All pupils	Reading	77.4%	Writing	74.7%	Maths 82.9%
KS2					
Pupil Premium	Reading	74.2%	Writing	83.6%	Maths 85.5%
Non Pupil Premium	Reading	85.6%	Writing	91.1%	Maths 88.8%
All pupils	Reading	78.3%	Writing	86.3%	Maths 86.7%
Attendance for Pupil Premium was lower 89.3% than for Non Pupil Premium Eligible 95%. Overall attendance (all pupils) was 91.97%.					

Service pupil premium funding

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?	We have six eligible children. Two are supported by EHCPs, the others receive our universal offer.

What was the impact of that spending on service pupil premium eligible pupils?	Attendance averages 98% 5 of these children are working at Age-related Expectation in all areas. One of the children with an EHCP is working below in all areas
--	---