

Pupil premium strategy statement (2026-2029)

This statement details the school's use of pupil premium funding to help improve the attainment of our disadvantaged children. 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 funding had within the school.

This strategy refers to all children who are eligible for the pupil premium grant (PPG):

- pupils who are recorded as eligible for free school meals, or have been recorded as eligible in the past 6 years (referred to as Ever 6 FSM).
- children previously looked after by a local authority or other state care, including children adopted from state care or equivalent from outside England and Wales.

School overview

| Detail | Data |
|---|---------------------------------------|
| School name | Ashton Gate Primary |
| Number of pupils in school | 754 |
| Proportion (%) of pupil premium eligible pupils | 9% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2026-2029 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2028 |
| Statement authorised by | Gareth Jones Executive Headteacher |
| Pupil premium lead | Lily Goodman |
| Governor / Trustee lead | Alice Hammond |

Funding overview

| Detail | Amount |
|--|----------|
| Disadvantaged pupil premium funding allocation this academic year | £112,868 |
| Looked After Child pupil premium funding allocation this academic year | £28,930 |
| Service Child pupil premium funding allocation this academic year | £350 |

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| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £142,148 |

Part A: Pupil premium strategy plan

Statement of intent

At Ashton Gate, we have high aspirations for every child and believe that no one should be left behind. Guided by our school vision, *“Rising High Together,”* we are committed to ensuring that all children - regardless of background or circumstance - are supported to achieve their very best.

We recognise that socio-economic disadvantage can affect children’s learning, well-being, and personal development. Our Pupil Premium strategy sits at the heart of our school improvement work and focuses on removing barriers, promoting inclusion, and ensuring equity of opportunity. All staff and governors share collective responsibility for the achievement of pupils in receipt of the Pupil Premium Grant (PPG) and are committed to providing high-quality teaching, targeted support, and rich enrichment experiences.

Our Objectives

- Support all pupils to reach their full potential, regardless of family background or circumstance.
- Narrow attainment and progress gaps between disadvantaged pupils and their peers.
- Develop confidence, resilience, and ambition, equipping pupils with the skills and mindset to make a positive impact on the world.
- Promote high expectations and aspirations for all members of our school community.
- Provide rich and varied enrichment opportunities that broaden horizons and enhance cultural capital for every child.

To Achieve This, We Will

- Build strong, trusting relationships with families, ensuring we understand the individual learning and well-being needs of every child.
- Provide high-quality, regular professional development for all staff, ensuring pupils benefit from quality-first teaching that is “*good for all, harmful for none, and best for our most vulnerable children.*”
- Use funding strategically to guarantee equitable access to trips, clubs, and residential experiences — ensuring no child is excluded due to financial barriers.
- Use assessment, not assumptions, to identify need and implement targeted interventions, supported by fortnightly core group meetings between teachers and senior leaders.
- Monitor, evaluate, and refine our Pupil Premium strategy regularly to ensure actions are effective and have measurable impact.

Challenges

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

| Challenge number | Detail of challenge |
|-------------------------|---|
| 1 | Attainment There is an attainment gap between pupils in receipt of PPG and non-PPG pupils in core subjects. Focus on Reading, Writing and Maths aimed at reducing the gap. |
| 2 | Attendance The attendance rates of children in receipt of PPG are lower than the school average. |
| 3 | Parental engagement Some parents may be unaware of the full range of opportunities and support available to their children. There is potential to increase engagement with the school's offerings and meetings. |
| 4 | SEND The proportion of pupils receiving PPG who also have SEND needs is higher than the national average, highlighting an important opportunity to provide targeted support from EYFS onwards. |
| 5 | Vocabulary and language development Assessment data (EYFS) shows that children in receipt of the PPG are |

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| | attaining lower than their peers in communication and language. In writing and spoken language further up the school, these gaps are also evident. |
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Intended outcomes

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

| Intended outcome | Success criteria |
|--|---|
| Improved outcomes for reading, writing and maths for children in receipt of the PPG. | <p>Data for pupils in receipt of the PPG will show an increase in attainment, closing the attainment gap. GLD, PSC, MTC and SATs data will be in line with non-disadvantaged peers.</p> <p>Early writing and writing foundations will be targeted, with a focus on children being secure with core knowledge (sentence progression).</p> <p>Attainment will be monitored closely throughout the year by teachers and leaders and teaching and interventions will be planned based on evidence.</p> <p>Reading provision and expectations will be reviewed and updated.</p> <p>Number Sense will be well embedded in the school.</p> <p>Relevant and targeted CPD will be delivered regularly across the school.</p> |
| Improved attendance for children in receipt of the PPG. | <p>Attendance gap will close and pupils in receipt of PPG will be in line with the rest of the school.</p> <p>Attendance will be monitored daily and regular parent contact will help identify and solve barriers to children attending school. Importance of attending school will be communicated with families clearly.</p> |
| Improved relationships and communication between families and school. | <p>Staff will build purposeful relationships with families to ensure a united front towards a pupil's learning.</p> <p>Parents will feel supported and well-informed of the support they are entitled to.</p> <p>Families will be more engaged in attending meetings and accessing areas of wider school life.</p> <p>Parents will be aware of how they can benefit from funding (clubs, trips, music lessons, etc).</p> |

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| Children with SEND and families are supported. | Children with SEND have accurate records (learning plans/ IEPs/ EHCPs) which are shared with relevant staff and parents. Barriers to learning are identified and support is targeted. SEND children have improved outcomes in reading, writing and maths across the school. |
| Vocabulary and language gap is reduced. | Explicit vocabulary instruction (EVI) is used in all lessons across the curriculum. Improvement of vocabulary and language for pupils across the school, evidenced in pupil book studies. Training given to all teachers on EVI. |

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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £55488

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Research-led, ambitious curriculum. | Our curriculum has been carefully chosen and designed to build knowledge and support vocabulary acquisition. Using the CEEAAC model, alongside CUSP, Oak Academy, White Rose and Kapow, ensures small-step learning to reduce cognitive load. Curriculum principles are aligned with closing the disadvantaged gap. The curriculum is monitored by leaders regularly through triangulation of evidence, to ensure continual review, reflection and adaptation. CUSP curriculum | 1, 4, 5 |
| CPD to raise the profile of children in receipt of PPG and embed high-quality teaching across the school. | Training on how to deliver high quality lessons, including explicit vocabulary instruction and metacognition, will give staff the skills and knowledge to consistently show high quality whole-class teaching, which the EEF has | 1, 2,3 4,5 |

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| | <p>suggested is the best way to boost attainment of children in receipt of the PPG. Engaging staff, uniting the whole school community, including LSAs, teachers, leaders and governors and reflecting on implementation can lead to building strategy that helps to close the attainment gap.</p> <p>EEF PD EEF metacognition EEF- uniting community</p> | |
| Continuation of license for Little Wandle (supported by the English Hub). | <p>Early intervention has been shown to have significant positive impacts on pupils who are disadvantaged. A systematic phonics programme develops children's reading ability. Ensuring fidelity to a phonics scheme has been shown to raise attainment.</p> <p>Little Wandle EEF- phonics</p> | 1,4,5 |
| Staff training for Numbersense to ensure it is embedded | <p>Numbersense is used to support factual fluency in maths, including times tables. With training, teachers will be able to deliver lessons with confidence, ensuring fidelity to the scheme, which has been shown to raise outcomes.</p> <p>Number Sense EEF Improving Mathematics in the Early Years and Key Stage 1</p> | 1, 4 |
| Instructional Coaching model developed (teachers trained to be coaches) and implemented | <p>High quality teaching has been proven to have the biggest impact on improvements in attainment for children who are disadvantaged. Leaders will coach staff using Steplab, working on small goals to improve teaching, linked to our school Excellent Teaching document. Coaching will develop high-quality teaching for all staff.</p> <p>EEF- high quality teaching Steplab</p> | 1,4, 5 |

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

Budgeted cost: £38263

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-------------------------------|--|-------------------------------|
| Core group meetings | <p>Fortnightly meetings to focus on pupils in receipt of PPG to monitor attainment and attendance. Data used to identify and overcome barriers to learning and attainment. EEF suggest building a rich picture and shared understanding will support strategy for children who are disadvantaged.</p> <p>EEF- diagnose pupil's needs</p> | 1,2,3,4 |
| Sneak Peak Club interventions | <p>During assemblies, teachers will work with target groups to close gaps and boost attainment. Children in receipt of PPG and children with SEND will be prioritized for these groups. Groups will be flexible and based on data, curriculum objectives and individual children's needs.</p> <p>EEF- targeted academic support EEF-tutoring</p> | 1,4, 5 |
| Year 6 SATs support clubs. | <p>Breakfast and afterschool clubs offered to specific children and interventions evidence-informed. Teachers leading interventions with good experience in raising attainment in English and maths have been shown to have a positive impact for pupils who are disadvantaged.</p> <p>Pupil Premium funding</p> | 1, 3, 4, 5 |
| Dyslexia support in KS2. | <p>Nessy licenses and interventions in KS2, as well as dyslexia screener funding support. Nessy can help improve attainment for individuals who may have dyslexia. Children with dyslexia receiving Nessy interventions and licenses.</p> <p>Nessy</p> | 1, 4, 5 |

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| <p>Introduction of PiXL resources in KS2.</p> | <p>By collecting attainment data regularly using PiXL, teachers can target teaching towards gaps, boosting attainment. Therapies used to close gaps identified in tests, as well as in intervention groups. Personalised learning checklists used to support learners with SEND, to ensure they are making good progress. <u>PiXL</u></p> | <p>1,4</p> |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £47808

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|--------------------------------------|
| Clear and frequent parent communication with families to ensure parents feel included and supported by school. | Parental engagement has been shown to have a positive impact on children's academic progress. It is important to ensure all families feel included in the school community from the moment they join the school and that they feel supported with accessing opportunities for their child. EEF- parental engagement | 1, 2, 3, 4 |
| Behaviour curriculum implemented and embedded into school. | Behaviour curriculum implemented into school, with support and guidance given to teachers. Curriculum used from EYFS-Y6, to ensure consistency. Behaviour Behavior has been shown to link to attendance and attainment. EEF- behaviour | 1, 2 |
| Attendance monitoring and support by SLT to identify and remove barriers. | Building a culture of belonging (checked through pupil voice) and effective communication with families can help improved attendance. Attendance has been linked to behaviour and attainment. Without good attendance, children cannot access high quality teaching, which the EEF suggest is the best way for children in receipt of the PPG to improve attainment. Why attendance matters EEF- supporting attendance | 1, 2, 3 |
| Children with disadvantage experiencing a range of clubs, trips, sport and musical opportunities, subsidised by the school. | Curriculum designed to include trips and visitors which will build cultural capital. Experiencing extra-curricular opportunities, for example school sport, art clubs or learning an instrument, can improve confidence and feelings of belonging. Rocksteady music After school clubs | 2, 3 |

Total budgeted cost: £141,559

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.

Improved outcomes for all pupils in receipt of PPG across the whole curriculum, with a focus on Reading, Writing and Maths.

- The proportion of pupils in receipt of Pupil Premium achieving *greater depth* in reading and writing increased from the previous year. Reading outcomes rose from 21% to 24%, and writing from 7% to 12%, reflecting continued improvements in teaching quality and targeted support. Combined attainment in the 9 foundation subjects also increased significantly, from 43% to 65%.
- While attainment for disadvantaged pupils has improved in several areas, it has not yet fully aligned with that of non-disadvantaged peers. This is influenced by a range of additional factors affecting many eligible pupils, including identified SEND needs and the lasting impact of the Covid-19 pandemic, which has particularly affected older pupils who missed crucial early learning foundations.
- To accelerate progress and secure sustained improvement, the school has implemented several key measures: adoption of the CEEAAC curriculum structure to ensure a consistent and progressive framework, enhanced CPD focused on high-quality teaching and learning, and an 'Excellent Teaching' document to support staff in embedding best practice across subjects. This will remain a key priority for continued improvement over the coming years.

Improved oral language skills and vocabulary among disadvantaged pupils.

- Training in Explicit Vocabulary Instruction (EVI), delivered by trust experts and informed by research, has strengthened teachers' understanding and consistency in embedding vocabulary teaching across subjects, improving access to learning for disadvantaged pupils.
- The CUSP curriculum provides a structured approach to vocabulary development. Observations and book studies show pupils using a broader range of subject-specific language. The curriculum is now fully implemented across all year groups to ensure progression and consistency.
- A continued focus on cooperative learning strategies has improved pupils' oral

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 |
|---|---------------------------|
| CUSP | Unity Schools Partnership |
| PiXL Diagnostic assessment and intervention | PiXL |
| Kapow | Kapow |
| Number Sense | Number Sense |
| Nessy | Nessy |

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? | This was spent on intended outcomes outlined in the previous pupil premium strategy. SPP are able to access the same support as children in receipt of the PPG as required. |
| What was the impact of that spending on service pupil premium eligible pupils? | For the purposes of reporting, children eligible for the SPP will be included within impact reviews for pupil premium funding (as shown above) to maintain anonymity. |

Further information

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