

Year group 2024-2025	Number & % Pupil Premium
Nursery (25)	3 (12%)
Reception (60)	7 (11.6%)
Year 1 (61)	17 (27.8%)
Year 2 (59)	8 (13.6%)
Year 3 (61)	9 (14.8%)
Year 4 (57)	14 (24.6%)
Year 5 (85)	17 (20%)
Year 6 (58)	11 (19%)
Whole School Total (including Early Year Pupil premium)	86
Percentage (86/ 472)	18.2%

The aim at Low Ash is to provide opportunities for children to develop as independent, resilient, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society.

We believe in providing a holistic approach to teaching and learning which helps prepare children for their next stage of their lives. Our curriculum embraces a wide variety of learning opportunities through our bespoke curriculum offer .

Our % of disadvantaged children is broadly in line with the national average.

ATTENDANCE 2023-2024

September— July 2023-24	Low Ash	Nat
School	94.7%	94.3%
Pupil premium	94.0%	91.8%
Non-PP	94.9%	95.2%

Lessons are planned to:

EEF1: Create a positive and supportive environment for all pupils, without exception by promoting positive relationships, active engagement, and wellbeing for all pupils

EEF2: Build an ongoing, holistic understanding of our pupils and their needs:- through the Graduated Approach of assess, plan, do, review- and parent partnership.

EEF3:-Ensure all pupils have access to high quality teaching & support- Use of a range of strategies to match learning abilities and to engage and motivate pupils flexible grouping; — cognitive and metacognitive strategies; — explicit instruction; — using technology to support pupils with SEND; and — scaffolding.

EEF4:- Complement high quality teaching & support with carefully selected small group and one-to-one interventions: pre-teaching of key vocabulary, reading, maths and Speech Therapy sessions

KS 2 ARE 2024	Reading	Writing	Maths	GPS	Combined
Year (60)	88%	83%	93%	83%	82%
Disadvantaged (16—27%)	75%	69%	88%	69%	69%
Non Disadvantaged (44 - 73%)	93%	89%	95%	89%	86%

KS 2 GDS 2024	Reading	Writing	Maths	GPS	Combined
Year (60)	45%	15%	12%	30%	5%
Disadvantaged (16—27%)	44%	13%	0%	19%	0%
Non Disadvantaged (44 - 73%)	45%	16%	16%	34%	7%

Challenges

- Many of our Pupil Premium children do not have the rich and varied life experiences resulting in limited vocabulary acquisition and knowledge and understanding of the world.
- Low levels of education and educational aspirations amongst families
- Narrowing the attainment gap across reading, writing and maths.
- Lack of wider life experiences outside of the home and school
- Complex family circumstances leading to poor routines and organisation in the home
- Poor social and emotional health and poor nutrition
- Attendance and punctuality issues

Key Priorities for Pupil Premium at Low Ash Primary

- Narrow the attainment gap between pupil premium and non-pupil premium children across school
- To improve the language and communication skills of all pupil premium pupils
- For all Pupil Premium children to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- Provide a wide range of extra curricular activities for students to engage with.

Taking a tiered approach to Pupil Premium spending helps you balance the essential ingredients of an effective Pupil Premium plan: high quality teaching, targeted academic support, and supporting wider strategies.



High quality teaching

Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending. Strategies to support this could include investing in professional development, training, support for early career teachers, and recruitment and retention.

Targeted academic support

We know from a wide body of evidence that targeted academic support can have a positive impact on learning, particularly for those Pupil Premium pupils who are not making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support—including through structured small-group interventions that link to classroom teaching and the curriculum—is an essential part of an effective Pupil Premium strategy.

Wider strategies

Significant non-academic challenges—such as attendance, behaviour, and social and emotional needs—can have a negative impact on academic outcomes. Addressing wider barriers to learning is an important part of any Pupil Premium strategy. While many challenges may be common between schools, the specific features of the community your school serves will affect which approaches you prioritise in this category

Extra curricular clubs

74% children with pupil premium had the opportunity to attend an afterschool club in 2023-2024 (64% others) with 66% attending a physically active club (59% others)

After-school clubs are available to children from Year 1-6.

Pupil leaders

15.1% children with pupil premium have additional responsibility as a pupil leader (19% others).

Parent Support

Parent drop ins are offered every Thursday morning delivered by our pastoral and family support worker.

Assessment

Whilst pupils will be assessed alongside their peers, sometimes additional forms of assessment may need to take place which are broken down into smaller steps, or will assess different areas of their learning. Assessment tools which may be used are:

EYFS	Sensory profile	Boxhall profile
Pre key stage assessment		B squared

A learning journal is also kept by staff which reflects the pupil's small steps progress through observations and photographs linked to the above assessment methods.

CPD 2023-24

- ◆ My happy Mind
- ◆ Lego Therapy (targeted staff)
- ◆ Objects of reference
- ◆ Sustained shared thinking
- ◆ De-escalation
- ◆ Team Teach
- ◆ Trauma and Attachment

Impact

Forest Schools practioners

Play learning mentor—(OPAL)

Inclusion Mentor

Pastoral and family support worker

Speech and Language assistant

Necessity Clothing

After School Clubs

Mental Health Champion

Enrichment afternoons (Forest Schools, Food technology, Commando Joes)

Attendance Officer

Visits and Visitors in school

Breakfast Club

Targeted after school clubs

Jamie's Farm

Volunteering in the local community

Children feel, safe and secure and are ready to learn.

Children able to access all areas of the curriculum.

Children making progress to close the gap.