

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Asquith Primary School
Number of pupils in school	288
Proportion (%) of pupil premium eligible pupils	46.2% 133 out of 288
Academic year/years that our current pupil premium strategy plan covers	2026-2029
Date this statement was published	1.12.2025
Date on which it will be reviewed	1.12.2026
Statement authorised by	S Graham
Pupil premium lead	S Graham
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£199980 + £4000 EYFS PP funding
Recovery premium funding allocation this academic year	N/A
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	£203,980

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children, regardless of background, challenges or starting points, make at least good progress and achieve well across all subject areas. Through our Pupil Premium strategy, we ensure disadvantaged pupils receive the targeted support needed to close the educational gap and reach their full potential.

We recognise that vulnerable children—including those with a social worker, those in care and young carers—face additional challenges. The interventions and support outlined in this strategy are inclusive of their needs, whether or not they are formally identified as disadvantaged.

Quality First Teaching remains central to our approach, as it has the greatest impact on closing attainment gaps while benefiting all learners. The intention that every child's attainment improves, alongside accelerated progress for disadvantaged pupils, is embedded within our planned outcomes.

Our approach is holistic, addressing non-academic barriers such as wellbeing, attendance, communication skills and access to wider opportunities. We aim to equalise the playing field by broadening pupils' experiences, raising aspirations and exposing them to possibilities beyond their immediate environment, including university pathways and other aspirational experiences.

Communication and oracy development are key priorities. We promote pupil voice, encourage participation in pupil parliament, and provide targeted support in vocabulary, reading aloud, handwriting and written expression.

Across the school, disadvantaged pupils are challenged, their needs are identified early and all staff share responsibility for raising expectations and outcomes. Our approaches complement one another and are based on assessed needs rather than assumptions about disadvantage.

Key principles:

- 1. Close the educational gap**
- 2. Broaden life experiences and develop independence**
- 3. Raise aspirations and build determination**
- 4. Improve attendance and reduce gaps**

Challenges

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

Challenge number	Detail of challenge
1	Data shows there is a difference between the attainment of PP and All children in Reading, Writing and Maths.
2	Emotional health, well-being and wider experience impacting on the children's readiness to learn.
3	Data continues to show that attendance of PP children and persistent absentee levels for PP children have an impact on attainment outcomes.

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
Improved reading attainment among PP children.	KS2 reading outcomes in 2028/2029 show that PP children achieve in line with comparable groups.
Improved writing attainment among PP children.	KS2 writing outcomes in 2028/2029 show that PP children achieve in line with comparable groups.
Improved maths attainment among PP children.	KS2 maths outcomes in 2028/2029 show that PP children achieve in line with comparable groups.
To raise pupil aspirations, Health and well being and wider experiences for all pupils in our school, particularly our PP children.	Sustained health and well being, aspirations and wider experiences provided for all pupils particularly our PP children - evidenced in the curriculum, learning walks, book looks - pupils' aspiration, through pupil voice
To achieve and sustain improved attendance for all pupils, particularly our PP children.	Sustained high attendance by 2028/2029 demonstrated by absence rates for PP children being less than 5% and persistent absence no more than 16%

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
Developing high quality teaching assessment and a broad and balanced knowledge based curriculum which responds to the needs of pupils	Curriculum development linked to appraisal and Middle Leadership roles. Funding to support leader to conduct monitoring and evaluation, attend CPD networks/and visit other school to share good practice. EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)	Challenge 1
	Development of the our T and L strategy which encapsulates a bespoke T and L toolkit of cognitive approaches to learning, evidenced in QFT and quality assured through monitoring and evaluation schedule. Funding for conducting monitoring and evaluation, attend CPD and visit other school to share good practice Cognitive science approaches in the classroom - A review of the evidence.pdf (d2tic4wvo1iusb.cloudfront.net) Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	Challenge 1
Professional development to support implementation of approaches	School improvement adviser supporting SEND to develop QFT and graduated response for DP SEND. Funding to facilitate SENCo release time working with SIO, other schools with good practice and within schools supporting staff Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)	Challenge 1
Mentoring and coaching for teachers	Peer on peer mentoring and coaching of staff. Funding to facilitate time for joint monitoring and evaluation and peer triads, attend CPD and network with other	Challenge 1

Supporting the recruitment and retention of teaching staff	schools. NIOT mentoring and coaching - Key Takeaways.pdf ECT mentor and tutor time for monitoring, evaluation and review, ECT, mentor and tutor attend ECT CPD	Challenge 1
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention to support language development, Literacy and Numeracy Targeted interventions and resources to meet the needs of disadvantaged pupils with SEND	Phonics, reading and Maths interventions, funding to support TA CPD and purchase of resources. Tutoring Guide 2022 V1.2.pdf (d2tic4wvo1iusb.cloudfront.net) Investment in White Rose Maths intervention webinar CPD and resources. Education Endowment Foundation EEF SALT inhouse provider to support pupils language development, working alongside school and home. Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	Challenge 1 Challenge 1

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils social, emotional and behavioral needs	Nurture TA employed to support individual pupils. Small class size in identified year group to support wellbeing of pupils. TA EISA and Solihull CPD School counselling service supporting individual pupils. Forest schools onsite facilitator Whole school CPD with behavior support team to revisit school behavior policy. CPD attention autism, intensive interaction and PDA. Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) Mental health lead to attend training, and carry out regular wellbeing meetings and reviews with staff EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)	Challenge 2
Supporting attendance	Attendance coordinator to meet with staff parent and pupils, attendance network, access CPD and good practice, make home visits, communicate with parents. Supporting attendance EEF (educationendowmentfoundation.org.uk)	Challenge 2,3
Breakfast club	Breakfast club fees, funding for staff, food and utilities. Free school breakfast provision EEF (educationendowmentfoundation.org.uk)	Challenge 2,3
Extracurricular activities	After school Sports provider funded, in school sports tournament, funding for transport and kit. Physical activity EEF (educationendowmentfoundation.org.uk)	Challenge2,3

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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 oral language skills and vocabulary among disadvantaged children

There has been some improvement in children's oral language skills due to

- Staff understanding of children's needs regarding oral language skills and the impact of limited exposure to wide-ranging vocabulary at home
- The development of the explicit teaching of vocabulary, within reading, in KS2
- Staff understanding of children's gaps in understanding, as shown through the monitoring of the teaching of reading, enabling explicit teaching to take place
- Dedicated story time throughout the school drawing on the school's reading spine that promotes a wide range of genres and vocabulary and is part of a considered approach to vocabulary exposure.
- The development of a child-led learning approach in F1 where staff are able to react to children's individual needs and where children have greater ownership of their learning.

Improved attainment in reading, writing and maths for disadvantaged children at the end of KS2.

Reading

- TAs in KS1 lead on interventions focused on PP children who need to make accelerated progress.
- Children in KS2 who did not pass the phonics check are supported through RWI groups and a robust assessment schedule as well as individual interventions facilitated by TAs.
- A variety of books have been purchased, including graphic novels, to engage more reluctant reader.
- Accelerated Reader has been purchased to track progress and provide reports on gaps.

	Sch All	Sch PP	Notts PP	Notts All	Nat PP	Nat All
R	67.4%	60.9%	61.2%	75.6%	63.3%	75%
RWM	44.2%	34.8%	45.8%	61%	47.6%	61%

Data shows a decline in intended outcomes. School PP pupils performed broadly inline with LA PP and slightly lower than National PP. School PP pupils are outperformed by All children in school, LA and Nationally. Reading continues to be an area for development focus.

Intended outcome: Improved writing attainment among PP children

- A 'novel study' approach in Y6 had a significant impact on the quality of writing in Y6 this year, contributing to a raised RWM percentage.
- Focused booster support enables a highly personalised approach to address gaps and misunderstandings.
- LA support in moderating writing validated the approach and outcomes in Y6.
- Visits to neighbouring schools to look at writing provision.
- Work with hubs/networks to ensure that current practice and work around adaptation is being implemented in school.
- Bought in advice on the implementation of writing curriculum and ensuring a clear progression.

The school now has a very structured approach to the teaching of grammar, that in turn supports children to write with greater understanding.

	Sch All	Sch PP	Notts PP	Notts All	Nat PP	Nat All
W	51.2%	40.9%	57.5%	73.3%	59.6%	72%
RWM	44.2%	34.8%	45.8%	61%	47.6%	61%

Data shows a decline in intended outcomes. School PP continues to be outperformed by PP at National and County. There continues to be large gap between PP and all pupils in school and All pupils at Nationally and County. Writing remains an area for development.

Intended outcome: Improved Maths attainment among PP children

	Sch All	Sch PP	Notts PP	Notts All	Nat PP	Nat All
M	60.5%	52.2%	60.2%	75.7%	60.7%	74%
RWM	44.2%	34.8%	45.8%	61%	47.6%	61%

Data shows a decline in intended outcomes. All pupils continue to outperform PP in maths in school. School PP pupils are also outperformed by PP children at County level and Nationally. Maths remains an area for development.

To achieve and sustain improved wellbeing for all children in our school, particularly for our disadvantaged children.

- Children who have lived with, or who are living with, Domestic Abuse are being support through weekly sessions with Imara, part of Equation.
- The school liaises regularly with a range of outside agencies and organisations.
- Assessments show that most children who have accessed support have improved resilience and readiness to learn.
- The introduction of calm spaces in classrooms has had a positive impact in support children when they feel dysregulated.

To ensure that interventions and support are relevant and effective the school recognises that there needs to be a more structured approach to using 'Pupil Voice' to measure and inform practice.

To achieve and sustain improved attendance for all our children, particularly our disadvantaged children.

23 -24	24- 25						
School FSM PA	School FSM PA	Notts FSM PA	School All	Schl All PP	All school PA	All Notts PA	All children Nat PA
24.5%	36.3%	24.1%	91.5%	88.9%	29.8%	12%	13.3%

There has been a decline in attendance across All pupils and PP pupils. PP PA levels are higher in school than in County PP. Attendance continues to be a concern and is a priority on the school SIP.

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
TT Rockstars	Maths Circle
Spelling Shed	Education Shed
Flash Academy	Flash Academy

Further information (optional)