Pupil premium strategy statement 2024-2027

Review and updates to this strategy in green at start, mid-year and end year review points (November, March and July) and are kept as a working document. This is the final review document for academic year 2025-2026 as of July 2026.

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	Ashton Keynes Primary School
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	9.8% (21 children)
Proportion (%) of service premium eligible pupils	2.8% (6 children)
Academic year/years that our current pupil premium strategy plan covers	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Samantha Saville (Headteacher)
Pupil premium lead	Sarah Igoe
Governor / Trustee lead	Jon Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,695 £5260 (PLAC x2)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Service Premium funding allocation this academic year	£1020
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	£ 25,975

2025 Pupil Premium £1515 Service Premium £340 LAC/PLAC £2630

Part A: Pupil premium strategy plan

Statement of intent

At AKPS our vision is *'Shine Bright, reach for the stars'* and we believe that every child should be entitled to the best education and be able to thrive (shine) regardless of any disadvantage. We make careful decisions about the funding provided for our disadvantaged and use research and strategies learned to ensure our spend is highly effective and impactful. We have a 'finger on the pulse' approach so that we are aware of each individual child's needs and can provide intervention at the point of need to support our learners. We look holistically at achievement within the wider curriculum and beyond the curriculum rather than just in the core subjects and ensure our children have access to high quality resources, rich texts and vocabulary and life experiences they may not otherwise encounter. We are aspirational for our pupils and want to inspire them and provide them with the tools and drive (reach) to challenge their aspirations and drive succeed now and in the future.

Common barriers to learning for disadvantaged children can be:
Due to their family circumstances some families find it hard to offer support at home, some pupils need to develop their vocabulary and communication skills, sometimes pupils' lack confidence and self-esteem may be low, pupils may display behaviour difficulties, sometimes financial disadvantage may limit the experiences/opportunities available to the families, accessing food, clothing and devices, sometimes there may be a lack of aspiration, a sudden change in circumstances (loss of job/ family separation) leading to disadvantage can affect emotions, mental health and emotional needs. There can be concerns around attendance and punctuality. There may also be complex family situations that prevent children from flourishing including safeguarding.

The challenges are varied and there is no "one size fits all" which is why we endeavour to champion every child as an individual and understand their needs to ensure we enable them to flourish and shine both as citizens and academically for now and in the future.
We believe that all children, no matter their circumstances, have a right and deserve to experience all that life offers. *John 10:10, "That they shall have life, life in all its fullness."*

Principles

We ensure that high quality teaching and learning opportunities meet the needs of all our pupils

We ensure that appropriate 'finger on the pulse' provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are continuously assessed and addressed and we are relentless in this drive

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will endeavour to ensure the pupil premium funding reaches as many of these children as possible and endeavour to ensure those who could be eligible are supported to apply to receive the funding.

Demography and School Context

Ashton Keynes Primary School is a one form entry school in Wiltshire. It is a rural village school which is not in an area of high deprivation but within its catchment and wider areas it draws pupils from some areas of deprivation.

Ultimate Objectives

To narrow and ultimately eliminate the attainment gap between disadvantaged and non-disadvantaged pupils within the school.

For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation or above by the end of Year 6 and eventually achieve GCSE's in English and Maths.

To ensure all disadvantaged pupils have access to a full and rich 'Shine Curriculum' to enrich the experiences of vulnerable pupils to raise self-esteem and aspirations for now and for the future

Achieving These Objectives

The range of provision for this group include and would not be limited to:

- High quality first teaching
- 1-1 and small group support
- Use of known Tutor Mentors
- Additional teaching and learning opportunities provided through trained HTLAs and class teachers
- Use of pre and post teaching techniques for a 'finger on the pulse' approach to learning and support/challenge which is bespoke to the individual
- Specialist Art Teaching, enabling small group/ 1:1 work with an experienced teacher focussed on overcoming gaps in learning
- Pupil premium resources are to be used to target able children on Free School Meals to at least achieve Age Related Expectations and to make at least expected progress.
- ELSA support to build self-esteem and work on emotions
- Access daily to a cosy cabin with access to an ELSA
- Dedicated in house trained speech and language therapy professionals to support with processing and speech and language development
- Access to a rich range of texts across the curriculum to build vocabulary, reading skills and experiences
- Forest school to support problem solving, resilience and outdoor learning and awareness of the world
- Joint leadership work of the Disadvantaged Lead with SENDco (Special Educational needs lead) to work on providing best strategies to support pupils who are both disadvantaged and SEND (Special Educational Needs)
- Transition from primary to secondary and transition internally and into EYFS.
- Funding educational visits, residentials and experiences
- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support to attend breakfast club should this be required to ensure a smooth start to the day
- To allow the children to learn a musical instrument within class and if applicable via peripatetic

This list is not exhaustive and will change according to the needs and support our pupil premium pupils require.

Challenges

This details the key challenges to achievement that we have identified among our pupil premium pupils at Ashton Keynes CE Primary School.

Challenge number	Detail of challenge
1	Gaps in essential skills or learning for example basic skills in Maths, spelling, phonics that are preventing children from working at Expected level or Greater Depth.

2	High speech and language need in EYFS, children entering EYFS with lower levels of speech & language than previously seen and a more limited vocabulary. Difficulties listening, understanding & communicating which impact on all areas of children's progress and development.
3	Family support and Social Service involvement
4	Emotional wellbeing/children not being in a learning frame of mind / ready to learn or be resilient
5	For some pupils complicated special educational needs in addition to disadvantage
6	Attendance including lateness and persistent absence

Intended outcomes September 2024-2027

Intended outcome	Success criteria
Y1 Phonics screening test to be passed by pupils who are pupil premium with no additional needs	100% of pupil premium pupils with no additional needs to pass the phonics screening test.
Phonics screening test to be passed by pupils who are pupil premium and SEND	At least 75% of pupil premium SEND pupils to pass the phonics screening test by the end of Year 2 with the exception of some EHCP who are working well below age expectations from low starting points and with complex needs but they will progress from starting points
Pupils who are Pupil Premium EHCP will make excellent progress from starting points	100% of pupil premium EHCP pupils will have made better than expected progress from starting points evident in books and data even if they are not able to reach the expected level for their age by the end of KS2
The attainment of our pupil premium pupils with no additional needs will be at expected levels or higher in reading, writing and maths	Data will show that accelerated progress is made over the three years. Attainment will show 100% of our pupil premium pupils with no additional needs are working at expected levels or higher by the end of the three years.
Our pupil premium pupils are engaging with mastering early number and times tables practise	Times table tracking data will show increased progress over time for our pupil premium pupils. 100% of all our pupil premium pupils (non-SEND) in Year 4 will pass the Multiplication Tables Check and our SEND pupil premium will have made progress from starting points
Attendance of our pupil premium pupils is above 97% and pupils are on time to school	Attendance will be 97%+ for pupil premium pupils and lateness not an issue. Any individual genuine illness absence is accounted for within the context of this and evidence of intervention to improve any persistent absenteeism.
Pupils who are Pupil Premium will not be held back by financial restraints and will access extra curricular activities in line with their peers	100% of pupil premium children will attend trips, residential trips and other curricular activities.

Pupils who are pupil premium will actively given opportunities for pupil leadership/ representing the school	100% will have led a club/ responsibility or represented the school in each academic year (Age appropriate)

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.

Activity in this academic year (Year 2 2025-2026)

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)

We have used research from EEF as a basis: https://educationendowmentfoundation.org.uk

We have used The EEF Guide to the Pupil Premium—September 2024 and EEF Using Research Evidence to inform spending document to write an effective strategy

The EEF Guide to the Pupil Premium | EEF

Budgeted cost: £13,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff on mental health of pupils	Designated Mental Health Lead (Qualified) to continue to lead training on mental health and strategies with staff to be ensure they are aware of, can identify, support and work with pupils with mental health needs in order to support them and enable them to continue to fully access learning. As part of the AKPS '5 ways of wellbeing'. Further CPD will also be provided by outside support agencies such as resilience coaching and sleep support. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf	4,5,6
Mentoring and coaching for teachers	Using 'Effective Professional Development' and 'Mentoring and coaching of teachers' to support with ensuring high quality first teaching which responds to the needs of all pupils. NIOT_mentoring_and_coaching_-_Key_Takeaways.pdf	1
Early reading training and phonics training whole school	Training from the SSP will continue to be provided by the phonics lead and shared with all staff, including TA's. Dedicated time will be set aside for 1:1 reading opportunities with a trained adult. Interventions will be monitored and RAG rated to ensure measurable steps of progress. Parent workshops will be offered to all parents to support with phonics and reading at home. Pleasure of reading will be prioritised by staff and will be modelled by all staff. Book clubs at lunch time will be provided by our trained reading leaders.	1,2,5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
SEND training on working memory, dyslexia, de-escalation and autism	Training for all staff from and via SENDco to support all SEND pupils and particularly those who are also Pupil Premium. Staff meeting time will be used to deliver this training to ensure it is wide spread and supportive. SENDCo and PP lead to meet regular to discuss further training opportunities that could benefit Pupil Premium children and others. https://epi.org.uk/publications-and-research/effects-high-quality-professional-development	1,4,5
Trained Senior mental Health Leader	Full training completed by nominated person, Headteacher who will oversee the mental Health and wellbeing strategy and policy in school. Working with a wellbeing team within the school.	4
Ensuring access to and understanding of curriculum specific vocabulary	Exposing children to a wider range of subject specific vocabulary through the continuation of 'Focus 5' and ensuring understanding throughout our 'Shine Curriculum'. Exposing children to a wide range of rich and high-quality texts across the curriculum. Vocabulary will be prioritised using Isabel Beck's tiered structure and specifically taught. This will happen in discrete lessons and throughout the lessons. High quality rich and diverse texts purchased for full curriculum subjects by middle leaders and built in progressively across the 'Shine Curriculum' in all subjects. Improving Literacy in Key Stage 1 | EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 | EEF (educationendowmentfoundation.org.uk)	2, 4,5
Early language development and support	Focus on improving vocabulary and communication skills of our youngest children. Headteacher as part of a working party will share best practise and guidance with the EYFS and KS1 team to support all children, with a focus on Pupil Premium children. Early identification of Pupil Premium children and support for these children. Measurable points in the year to track GLod, primarily in literacy areas.	2,4,5
DA lead monitoring time with SENDco	Dedicated time for the Disadvantaged lead to be released to work with pupil premium pupils to collect pupil voice and views on learning and the curriculum, analyse data and ensure any pupils in lower 20% are supported academically, parents feedback/ contact, look in books do a learning exploration, prepare training, look at research, update case studies and measure impact of interventions. Additional time for Disadvantaged lead to jointly monitor with SENDco for pupils who are both pupil premium and SEND and work together on strategies and impact measuring.	1,2,3,4,5,6
Working as an affordable school	Training and networking on the affordable schools strategy, audit, policy and ensuring this is embedded within the culture of the school to ensure all pupils including those of disadvantage in receipt of pupil premium and those who are not have access to the full and rich Shine Curriculum and personal development offer of the school. School is currently working at the Gold level for this. Affordable Schools	3.4

Staff CPD	High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings. We are part of Wiltshire Pupil Premium Partners, working with others to reflect upon and shape good practice and delivering best practice around PP leadership and teaching to other schools. Disadvantaged lead attending regular county training which is then feed back to staff. In addition, through pupil premium partners work and sharing best practice- to include the use of CPD for effective feedback for learners. Through work with the EEF, Cracking Communication project, headteacher to share best practice and training relating to early vocabulary and communication. https://epi.org.uk/publications-and-research/effects-high-quality-professional-development	1,2,3,4,5,6

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

Budgeted cost: £12,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language trained TAs to screen all children on entry to EYFS with Clearwater Phonology Screening Assessment and provide in house tailored Speech and Language programmes, with a focus on oral and receptive language	EEF - Oral language interventions refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. Oral language approaches might include: targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions We also have in house evidence of the successful impact of our own speech and language support and programme used over time with our pupils following early assessment in EYFS with a trained Speech and language teaching assistant is working directly in the class one morning a week.	2,5
Use of interactive adaptive online programme to support maths, spelling and reading	Doodle purchased annual licence for pupils. ipads purchased for easy quick access to programme in school. Use in school time on adaptive programme and as home learning to motivate all pupils to stay in the 'green' zone and support memory learning through practice, revisiting of key concepts in maths, spelling and reading. Adaptive according to pupils work within the programme and monitored by class teachers. Support for pupils to work online at home in a competitive and collaborative way to reward, praise and encourage participation which needs little adult support at home. An individualised	1,4,5

	programme from a baseline assessment to best support the child, identifying gaps and providing teaching opportunities to go alongside classroom practise. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	
Tutor Mentors for 1:1 tutoring for all pupil premium pupils	Proven impact within our school over the past 6 years. 1: 1 in school mentors who tutor the children and ensures relationships are built to remove barriers and support pupils' readiness to learn, raise aspirations and check in on pupil's emotional health. Working at the point of need providing support/ challenge in books through post or pre-teaching and going over work and addressing any misconceptions in Reading, writing, maths including spelling and times tables. This takes place daily in school time and some after school for every pupil premium child with measured impact and pupil voice. This is delivered through teachers and HLTAs. EEF 'Teaching and Learning Toolkit' identifies one to one tuition as high impact. Very high impact for low cost with added mentoring. This is proven as our most impactful strategy beyond HQFT (High quality first teaching) One to one tuition | EEF (educationendowmentfoundation.org.uk) Mentoring | EEF (educationendowmentfoundation.org.uk)	1, 3 ,4,5
Raised attainment and attitudes of the lower 20% readers specifically those disadvantaged non EHCP across the school	This aims to secure firm foundations in the development and fluency of reading and comprehension across the lower 20% of readers in the school some of which are disadvantaged and secures a balanced approach to the teaching of reading as cited in the Reading Framework (July 2021) It will be based on YARC assessment (York Assessment for Reading Comprehension) to ascertain specific need in reading and then bespoke focus on this. To include hearing children read daily and encouraging reading and positive attitudes through focus on lower 20% readers of which some are disadvantaged. Bronze, silver gold book worms, book bingo, reading/library leader opportunities including book clubs for pupil premium pupils and lead by them. Also ensuring phonics accessed through fidelity to 'Unlocking letters and sounds' with lower 20% who did not pass phonics screening in Y1 or 2. Evidence suggests +6 months impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2, 4,5
Times tables rockstars	Support for pupils to work online at home in a competitive and collaborative way to reward, praise and encourage participation which needs little adult support at home. We link this with challenges in school to support with Year 4 multiplication check https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	4, 5
Specialist teacher time to enable regular pupil teacher conferences	Specialist to teach the class inspirational sessions from the 'Shine Curriculum' to enable the class teacher to conference pupils regularly to give feedback, pupil voice, focus on specific support for pupils 1:1 and small groups. Proven impact in our school.	1,4, 5
Higher level Teaching Assistant interventions in KS2	Additional high-quality teaching interventions in KS2 have previously ensured at least expected progress is made and increases our % of GD across Reading, Writing and Maths and is	1,5

	delivered 'finger on the pulse' at the point of need to ensure it is timely and applied to learning across the curriculum. Proven impact in our school.	
Speech and Language intervention	Early screening in EYFS and support in place from in house trained professionals in Speech and Language and highly experienced EYFS Team. Speech and language interventions are delivered by trained staff members in the afternoon for short, sharp sessions. To be introduced within the classroom through trained TA to deliver targeted support at the point of learning.	2

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

Budgeted cost: £4,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music Tuition	Offering subsidy (70% of cost) to every pupil premium child to learn an instrument in school (piano, violin, flute, voice, guitar, drums) and funded instrument hire, where appropriate. Whole class teaching of Ukuleles and recorders using class set of instruments. EEF 'Teaching & Learning Toolkit' identifies Arts Participation as having benefits for core academic attainment in other areas of the curriculum, particularly literacy and maths. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1, 4
Pupil leadership opportunities to raise self esteem	Organic pupil leadership to formalised leadership for specific areas with building repsonsibilities for all pupils are carefully planned and monitored. Time is given daily to pupils to put forward, plan, resource and run clubs of their choice which are highly successful. All pupils can access this as based around pupil interest and therefore motivating for them. Proven through research and practice positive impact on self-esteem and on attendance. Training on this with ImpactEd via Challenge Partners. ImpactEd Evaluation	4,6
ELSA, forest school and wellbeing	It is essential that we know our children and their families and can spot any 'triggers' that may affect their learning. This is available through emotional workshops such as	4

	training our wellbeing ambassadors and training on the '5 ways to wellbeing' to encourage pupil ownership, ELSA team running our 'cosy cabin' for emotional support for half an hour everyday which is accessed by disadvantage and working with pupil wellbeing ambassadors, daily onsite trained ELSA to support all pupils including those who are disadvantaged as and when needed through measured support. Further adult to be trained as an ELSA to help support the growing number of children requiring this specialist service. Therapeutic gardening and forest school sessions. We also provide pupils with support to run/ lead lunchtime clubs for others to raise self-esteem and staff coach the pupil leaders to support effective running of these clubs. https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf	
Parental engagement and support	For affordability to be considered at the beginning of the year, all classes to consider the year ahead and create a rough outline of expenses that parents can expect. Information about how parents and carers can access financial support to be shared with parents to help support with access to all trips and extra curricular activities. Stay and share sessions to be considered, thinking about offering different times and days each time to ensure participation of parents. Teachers to communicate with pupil premium parents about stay and share sessions. Sign posting parents for support via website and parentmails Working with external agencies to sign post support an help for parents.	3, 6

Total budgeted cost: £ 30,520

Part B: Review of outcomes in the previous academic year

Review of 2025-2026

Classroom Teaching

Early reading continues to be prioritised within the infants, staff fully trained on delivery and intervention to support, boost and challenge children. Within KS2 reading is also prioritised and time set aside daily for children needing additional reading time with a member of staff. Reading volunteers have also been trained on supporting children with their reading and the children have loved this time with these volunteers. Staff meeting time has been given to the understanding of the importance of mental health training and support for children. This will continue through the next academic year as detailed on the SIP. Pre and post teaching with the children have continued to be successful, some staff have also used this within 1:1 tutoring session to give the children confidence boosts for in class learning. This dedicated time with the class teacher ensures all children are equipped with the skills and knowledge to be successful within their classroom learning. Through pupil voice we can see that children highly value this time with their class teacher and talk of the empowerment it provides them in class. They like being able to answer questions and be the 'expert'. Alongside our quality first teaching and our highly skilled Teaching Assistants we have seen the success of pre and post teaching reflected within our data, with children benefiting from this additional 5 – 10 minutes performing in line or above their peers. Release time of the Disadvantage lead has also allowed children to have additional time with a teacher to work on areas they feel need strengthening, we look through their books and work on areas highlighted in lessons by the class teacher. We work have also worked in class with the children at the point of learning to give them extra assistance, motivation and time to shine. The outcomes of these children have been in line or above their peers.

Targeted academic support

Individual 1:1 session with our disadvantaged learners alongside their quality first teaching and pre/post teaching has been hugely beneficial, this has meant these children are not excluded from their learning and any barriers to learning they might have can be broken down by an adult who is familiar to the child. Pupil voice has shown this to be something that the disadvantaged learners look forward to, they enjoy this personalised learning time with staff. Children have liked this additional time to go through their learning at a slower pace and without the distraction of others. Doodle has also allowed children to have personalised, instant access to tools and resources that can support their classroom learning. This is used in and outside of school to boost quality first teaching. Specialist teacher time has allowed release time for the class teacher to work with the DA pupils on a 1:1 basis, this time is limited to 15 minutes per child so they do not miss out on the specialist art time but has been hugely beneficial for the child. They have been able to go over key learning areas or new learning objectives with their class teacher. Working with someone they are familiar with and who knows the child has shown positive outcomes and is reflected in the data.

Wider strategies

Music tuition currently being accessed by 4 disadvantaged children and thriving. When the disadvantaged lead spoke with these children, they commented on the enjoyment of learning something new, a pride in their new accomplishment and increased sense of self-esteem. ELSA for Disadvantaged pupils has been particularly beneficial in supporting children with self-esteem concerns and the barrier to learning this brings particularly around perseverance and aspiration. Close contact with parents has been strong and beneficial. E.g. regular contact regarding attendance which has been tracked closely then time taken to meet with parents and carers and provide strategies to support with attendance such as breakfast club. We currently have 2 families access funded breakfast club which the children love! Stay and share sessions for classes are held twice a year and we monitor the uptake of these, if DA families have not been present, we have spoken directly with them to try and work out how they can attend next time. This close contact with our parents has been a huge positive.

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Disadvantaged pupil performance overview for last academic year

KS2 2024	Pupils eligible for PP	Pupils not eligible for PP	
1 Pupil EAL English 3rd Language (Ukraine Refugee in UK for 12 months) was not included in the overall data but did sit the assessments	1 pupil =100%	School average (all pupil 30) Each pupil =100%	National average (2024)
% achieving expected standard or above in reading, writing and maths	0 Made staggering progress from non English speaking in May 23	93%	61%
% achieving Grammar, punctuation and spelling	100%	97%	72%
% achieving expected standard in reading	0 Made staggering progress from non English speaking in May 23	100%	74%
% achieving expected standard in writing	0 Made staggering progress from non English speaking in May 23	97%	72%
% achieving expected standard in maths	100% Achieved the higher standard	97%	73%

Disadvantaged pupil progress scores for last academic year

Progress from KS1 – KS2 Reading

There was 1 pupil eligible for pupil premium within this group. All of them made at least expected or better than expected progress from their starting points in KS1 - check.

Number of pupils who ended KS1 below expected for reading =	N/A as in Ukraine arriving May 2023 non English speaking
Number of pupils who ended KS2 at the expected level for reading =	0 made staggering progress narrowly missing standard by 2 marks

Progress from KS1 – KS2 Writing *There was 1 pupil eligible for pupil premium within this group. All of them made at least expected or better than expected progress from their starting points.*	
Number of pupils who ended KS1 below expected for writing =	N/A as in Ukraine arriving May 2023 non English speaking
Number of pupils who ended KS2 at the expected level for writing =	0 Made staggering progress narrowly missing standard
Progress from KS1 – KS2 Mathematics *There was 1 pupil eligible for pupil premium within this group. All of them made at least expected or better than expected progress from their starting points.*	
Number of pupils who ended KS2 below expected for mathematics =	N/A as in Ukraine arriving May 2023 non-English speaking and ARE for Maths
Number of pupils who ended KS2 at the expected level for mathematics =	100% and achieved greater depth better than expected progress

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
Times Tables Rockstars Spelling Frame Doodle	TT Rockstars Times Tables Rock Stars (ttrockstars.com) SpellingFrame DoodleMaths: The Best Maths App for Kids | DoodleLearning

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Academic Year 2024-25: 5 pupils

Measure	Details
How did you spend your service pupil premium allocation last academic year?	a. Tutor mentors b. ELSA (Emotional support) c. Music Tuition d. Enrichment opportunities
What was the impact of that spending on service pupil premium eligible pupils?	The service pupil premium spend was allocated according to pupil need.

	a. Children who were assigned a known tutor mentor benefitted from the 1:1 relationship and having a 'champion' within school, as well as tutoring in school to fill specific identified gaps in learning which led to at least expected progress across the core areas but could also support with wellbeing by keeping an eye on how the children are feeling and readiness to learn b. ELSA had a positive impact on children's mental wellbeing and ability to be ready to learn and developing their chance to talk about their emotions and feelings especially when parents posted away and extra supervision and support during this time c. Music tuition broadened opportunities for our service children

Further information

High Quality First Teaching is at the very heart of all we do.

We know our pupils and have a 'finger on the pulse' culture to respond directly to their individual needs.

Strong parent and home relationships and communication is always a priority.

Ensuring excellent attendance in school and working with families to support this.

Leadership opportunities for all pupils but ensuring pupil premium pupils are encouraged to lead and raise self-esteem and aspiration.

Ensure access to our 11 by 11 AKPS experiences for pupils are tracked by the disadvantaged lead.

Summary of the Success of PP

Our progress and attainment figures over several years demonstrate the excellent progress that has historically and consistently been achieved at Ashton Keynes and which continued over two years of COVID, despite the challenges of the COVID-19 pandemic. Our pupil premium pupils enjoy school, have really good attendance and achieve the same or as and better than their non-pupil premium peers, they fully engage in the 'Shine curriculum' and personal development opportunities we offer, they lead or access clubs and represent the school as well as have full access to all opportunities and events provided in school. We regularly track our pupils through secondary school and hear of how they are still succeeding and aspiring to bright futures.

Glossary of Acronyms

CPD	Continued Professional Development
DL	Disadvantaged Lead
EEF	Education Endowment Foundation
EHCP	Educational Health Care Plan
ELSA	Emotional Literacy Support Assistant
EYFS	Early Years Foundation Stage
FSM	Free school meals
GD	Greater Depth (above expected level)
HQFT	High Quality First teaching
LAC (PLAC)	Looked after Child Previously Looked after Child
PP PPG	Pupil Premium Pupil Premium Grant
SALT	Speech and Language Therapy
SEND	Special Educational Needs and Disabilities
YARC	York Assessment Reading