

Pupil Premium New Ash Green Primary School Statement 2024– 2025

Updated: November 2024

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

School overview

Detail	Data
Number of pupils in school	389
Proportion (%) of pupil premium eligible pupils	17.7% 69 pupils
Academic years that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Caroline Cain (Executive Headteacher)
Pupil Premium Champion	Caroline Cain (Executive Headteacher)
Pupil Premium Champion Governor	Oliver Harding, (Chair of Governors and Pupil Premium Governor)

Funding overview 2024

Detail	Amount
Pupil premium funding allocation this academic year	£91,990
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	£91,990

Pupil Premium Strategy Plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support all pupils including our disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for school improvement.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- to support the well-being of our disadvantaged pupils

PP Achievements for 2024-2025

Intended outcomes 2025

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language and effective use of vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 100% of disadvantaged pupils met the expected standard from their starting points and 85% at the expected attainment standard using the phonetic books to support the early stages of reading
Improved reading, writing and maths attainment for disadvantaged pupils at the end of KS2.	KS1 and KS2 reading, writing and maths outcomes in 2024/25 show that 100% of disadvantaged pupils met the expected standard from their starting points and 85% at the expected attainment standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations using the Leuven Scales • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Alongside rigorous monitoring of attendance through weekly meetings, sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall attendance rate for all pupils being at or above 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0%. • No pupil to be persistently absent without strong evidence whether the pupils are disadvantaged or not.

Analysis of Summative data for FSM Pupils Summer 2024

Early Years	School – all	School - FSM	Kent FSM	National - all	Analysis
Good Level of Development	60%	20%	48.7%	67.8%	FSM below Kent and national
Literacy Goals	60%	20%	51.1%	70.1%	FSM below Kent and national
Maths Goals	70%	60%	62.2%	77.1%	FSM in line with Kent FSM not in line with national

Year 1 Phonics					
Year 1	73.3%	76%	63.2%	89%	FSM above Kent FSM not in line with national
Year 2 retakes	44.4%	100%	45.3%	54.6%	FSM signif above Kent and with national
Key Stage 2 data					
RWM expected +	59.3%	50%	42.5%	61%	FSM above Kent FSM not in line national
RWM greater depth	8.5%	0%	2.5%	8%	FSM below Kent FSM not in line with national
Reading expected +	74.6%	83.3%	61%	74%	FSM signif above Kent and national
Reading greater depth	28.8%	16.7%	18.5%	28%	FSM in line Kent FSM not in line with national
Writing expected +	84.7%	66.7%	57.5%	72%	FSM above Kent FSM not in line with national
Writing greater depth	28.8%	0%	5.6%	13%	FSM below Kent FSM not in line national
SPAG expected +	67.8%	50%	51.4%	72%	FSM in line Kent FSM not in line with national

SPAG greater depth	20.3%	0%	14.9%	32%	FSM below Kent FSM not in line national
Maths expected +	69.5%	83.3%	54.2%	73%	FSM signif above Kent and national
Maths Greater depth	11.9%	0%	10.7%	24%	FSM below Kent FSM not in line national

FSM pupils will represent the PP pupils for analysis.

Summary Evaluation

1. The FSM pupils at the school were above Kent FSM pupils for all the subjects expect more able at Key Stage 2 and Early learning goals and literacy goals.
2. The national data includes all pupils not just PP and the FSM pupils at New Ash Green made **significant attainment ABOVE** the national data for
 - a. Year 2 retakes
 - b. Reading expected + in KS2
 - c. Maths expected + in KS2

The school is very pleased with the attainment FSM pupils make at this school. The cohort of the pupils does impact on the year group analysis.

Key areas to develop are part of the PP action plan 24 25

The actions include;

1. Accelerating the progress for all FSM pupils especially the more able
2. Implement the maths FSM project supported by Mr Nurdin and Mrs Raymond – ‘Love of Maths’.
3. Ensure the school matches the needs of all PP pupils especially PP pupils with SEND
4. Continue to implementation of the 10 Rosenshine’s Principles
5. Continue to Improve personal development of all PP pupils, to improve attendance especially with the new policy and to improve parental engagement as part of the action plan 24 25.

Total allocation for 2024 – 2025 = £91,990

This amount does not include funds for Looked After Children. The school spends their allocated funding based on their individual needs.

Areas for Improvement	Provision	Allocation
<p>Learning</p> <p>Increase the number of Pupil Premium Pupils achieving Age Related Expectations and Pupil Premium children working at Greater Depth by :</p> <ul style="list-style-type: none"> · Accelerate learning of all Pupil Premium Pupils from their starting point in all areas of the curriculum. · Foster and promote a 'love of maths' for all of our Pupil Premium Pupils and continue to embed the love of reading 	<ul style="list-style-type: none"> • Mastering Number – implement this programme in Reception and Key Stage 1. 	£9,000
	<ul style="list-style-type: none"> • Embed Love of Maths – daily fluency focus sessions, weekly focused talk for maths session (high profile of talk for maths in daily teaching) 	£15,000
	<ul style="list-style-type: none"> • PP project for talk for maths to be shared and implemented across the school – Olivia R and Mark N to deliver 	£12,000
	<ul style="list-style-type: none"> • Clear focus across the whole school on children who are working at the exceeding standard especially in KS2 Review strategies and re-sources used currently and consider how to further enhance these. • Continue to work with the Maths Hub. • 	£11,000
<p>Teaching</p> <ul style="list-style-type: none"> · Teachers to have a clear, detailed understanding of the needs of our Pupil Premium Pupils through early identification and removing any barriers to learning. · Teachers to provide quality teaching for all pupils including Pupil Premium Pupils. · Teachers to ensure the curriculum has a clear focus on disciplinary knowledge and connecting themes across the units of work whilst using the 10 Rosenshine's principles 	<ul style="list-style-type: none"> • Embed the 10 Rosenshine Principles across the curriculum 	£5,000
	<ul style="list-style-type: none"> • Adaptive teaching is used when appropriate 	£7,000
	<ul style="list-style-type: none"> • Accelerate the progress for all pupils and monitor the effective learning of all the vulnerable groups • Focus on targeted support for pupil premium and SEND children across the curriculum – effective use of the provision map and matching the intervention effectively to the 	£11,000

	<p>needs of the pupil. Identify and remove the barriers to learning</p> <ul style="list-style-type: none"> • AET training Number 2 – to ensure the staff understand how to meet the needs of the pupils especially those with SEND needs • For SEND pupils with EHCPs / HNF / Stand-alone PPPs – to aim to attain the success rate of at least 85% across all year groups. 	
<p>Personal Development</p> <ul style="list-style-type: none"> • To support the mental health and wellbeing of all of our Pupil Premium Pupils. • Enhance the understanding of diversity and cultural capital of Pupil Premium Pupils • Enhance parental engagement • Ensure all of our Pupil Premium Pupils have opportunities to develop skills in our 6 core curriculum values—curiosity, independence, resilience, challenge, self-motivation and inspiration. 	<ul style="list-style-type: none"> • Subject leader to implement the 6 ways to well-being resources with all staff • Subject lead to book a well-being workshop for the whole school • Subject leader and Head of School to review the well-being and resilience award • Continue to plan for trips to develop cultural capital • Embed approaches to healthy schools - daily mile, termly fruit • The school to support pupils and families 	£8,990
<p>Attendance</p> <p>· To improve the attendance for Pupil Premium Pupils.</p>	<ul style="list-style-type: none"> • Review Attendance policy in line with new documents from the DFE 	£8,000
	<ul style="list-style-type: none"> • To implement the school's attendance toolkit 	£5,000