

# Pupil Premium New Ash Green Primary School Statement 2025– 2028

Updated: November 2025

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	397
Number and percentage of Pupil Premium Pupils	17.6% 70 pupils
Academic years that our current pupil premium strategy plan covers	2025/2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Caroline Cain (Executive Headteacher)
Pupil Premium Champion	Mark Nurdin and Olivia Raymond (Class Teachers)
Pupil Premium Champion Governor	Oliver Harding, (Chair of Governors and Pupil Premium Governor)

# Pupil Premium Strategy Plan 2025-2028

## 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 actions 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 has 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 the Annual School Improvement Plan.

Our approach will be responsive to the 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

## Intended outcomes 2028

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"><li>• Assessments and observations need to indicate significantly improved oral language and effective use of vocabulary among disadvantaged pupils.</li><li>• The school triangulates with sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li></ul>

Improved reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> <li>• <b>Reading</b> outcomes need to indicate significant improvement across the whole school</li> <li>• 100% of disadvantaged pupils to meet the expected standard from their starting points and 85% at the expected attainment standard using the <b>phonetic</b> books to support the early stages of reading</li> </ul>
Improved writing and maths attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> <li>• FS, KS1 and KS2 <b>writing and maths outcomes</b> need to indicate significant improvement</li> <li>• 100% of disadvantaged pupils to meet the expected standard from their starting points in writing and maths and 85% at the expected attainment standard.</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of <b>wellbeing</b> evidenced by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations using the Leuven Scales</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Alongside rigorous monitoring of attendance through weekly meetings, sustained high <b>attendance</b></p> <ul style="list-style-type: none"> <li>• 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%.</li> <li>• No pupil to be persistently absent without strong evidence whether the pupils are disadvantaged or not.</li> </ul>

## Annual Funding overview 2025/2026

Detail	Amount
Pupil premium funding allocation this academic year	£105,240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£105,240

## Total allocation for 2025 – 2026 = £105,240

Areas for Improvement	Allocation
<p><b>Achievement</b></p> <p>Pupils Attainment and Progress.</p> <ul style="list-style-type: none"> <li>• Embed the sustainable model of analysing the attainment and progress of pupils using Bromcom overseen by Assistant Headteacher and the Executive Headteacher</li> <li>• Focus on accelerated progress 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 needs of the pupil. Identify and remove the barriers to learning</li> <li>• For SEND pupils with EHCPs / HNF / Stand-alone PPPs – to aim to attain the success rate of at least 85% across all year groups.</li> <li>• PP First with monitoring</li> </ul>	<p><b>£15,240</b></p>
<p><b>Teaching and learning</b></p> <ul style="list-style-type: none"> <li>• Enhance the 10 Rosenshine</li> <li>• Principles across the curriculum</li> <li>• Review the impact of the curriculum</li> <li>• PP First with monitoring</li> </ul>	<p><b>£40,000</b></p>
<p><b>Assessment</b></p> <p><b>Assessment for the whole curriculum to ensure that the appropriate skills and knowledge across the foundation subjects are embedded, with a focus on disciplinary knowledge</b></p> <ul style="list-style-type: none"> <li>• Implement the assessment policy</li> <li>• Ensuring the feedback on Learning is part of the assessment process</li> <li>• AHT and HoS to attend assessment updates</li> <li>• INSET – generate appendix to assessment policy focussing on formative and summative assessment strategies across all foundation subjects</li> <li>• Introduce assessment policy to all staff</li> <li>• Observations with a focus on the implementation of the assessment policy</li> <li>• PP First with monitoring</li> </ul>	<p><b>£25,000</b></p>
<p><b>Personal Development</b></p> <ul style="list-style-type: none"> <li>• <b>Developing children’s well- being</b></li> </ul>	<p><b>£15,000</b></p>

<ul style="list-style-type: none"> <li>Subject leader to embed the 6 ways to well-being resources with all staff</li> <li>Subject lead to book a well-being workshop for the whole school</li> </ul> <ul style="list-style-type: none"> <li><b>Embed Healthy Schools and Healthy Living</b></li> <li>Focus on raising the profile of approaches to healthy schools - daily mile, termly fruit</li> </ul> <ul style="list-style-type: none"> <li><b>Embed SMSC across the school</b></li> <li>Continue to plan for trips to develop cultural capital</li> <li>Whole school focus on the diversity of our school community</li> </ul> <p>Review impact of well being interventions</p> <p>PP First with monitoring</p>	
<b>Attendance</b>	<b>£10,000</b>
<ul style="list-style-type: none"> <li>Implement the <b>Attendance Policy</b> robustly on a weekly basis and focus on pupils under 96% <b>Led by: FLO</b></li> <li>PP First with monitoring</li> </ul>	

## 2024-2025 Analysis of PP Achievement

Pupil Premium Attainment Per Year Group over the year 2024/2025

### Internal Data

	Reading				Writing				Maths			
	Baseline	Autumn	Spring	Summer	Baseline	Autumn	Spring	Summer	Baseline	Autumn	Spring	Summer
Year 1		WTS: 75%	WTS: 62%	WTS: 53%		WTS: 83%	WTS: 69%	WTS: 73%		WTS: 75%	WTS: 44%	WTS: 47%
		EXS: 25%	EXS: 38%	EXS: 47%		EXS: 17%	EXS: 31%	EXS: 27%		EXS: 25%	EXS: 56%	EXS: 53%
Year 2	WTS: 27%	WTS: 27%	WTS: 25%	WTS: 25%	WTS: 27%	WTS: 36%	WTS: 27%	WTS: 25%	WTS: 9%	WTS: 18%	WTS: 27%	WTS: 25%
	EXS: 64%	EXS: 73%	EXS: 75%	EXS: 67%	EXS: 64%	EXS: 64%	EXS: 73%	EXS: 75%	EXS: 82%	EXS: 82%	EXS: 73%	EXS: 67%
	GDS: 18%	GDS: 0%	GDS: 0%	GDS: 8%	GDS: 9%	GDS: 0%	GDS: 0%	GDS: 0%	GDS: 9%	GDS: 0%	GDS: 0%	GDS: 8%

Year 3	WTS: 50% EXS: 33% GDS: 17%	WTS:57% EXS:29% GDS:14%	WTS: 37% EXS: 50% GDS: 13%	WTS: 37% EXS: 50% GDS: 13%	WTS:50% EXS:33% GDS:17%	WTS:72% EXS:14% GDS:14%	WTS: 50% EXS: 37% GDS: 13%	WTS: 50% EXS: 37% GDS: 13%	WTS:50% EXS:33% GDS:17%	WTS:57% EXS:29% GDS:14%	WTS: 50% EXS: 37% GDS: 13%	WTS: 50% EXS: 37% GDS: 13%
Year 4	WTS:67% EXS:13% GDS:20%	WTS:72% EXS:14% GDS:14%	WTS: 67% EXS: 20% GDS: 13%	WTS: 60% EXS: 27% GDS: 13%	WTS:67% EXS:33% GDS:0%	WTS:71% EXS:29% GDS:0%	WTS: 67% EXS: 33% GDS: 0%	WTS: 67% EXS: 33% GDS: 0%	WTS:60% EXS:33% GDS:7%	WTS:64% EXS:36% GDS:0%	WTS: 60% EXS: 40% GDS: 0%	WTS: 60% EXS: 40% GDS: 0%
Year 5	WTS:54% EXS:46% GDS:0%	WTS:50% EXS:50% GDS:0%	WTS: 50% EXS: 50% GDS: 0%	WTS: 47% EXS: 53% GDS: 0%	WTS:46% EXS:54% GDS:0%	WTS:43% EXS:57% GDS:0%	WTS: 43% EXS: 57% GDS: 0%	WTS: 33% EXS: 67% GDS: 0%	WTS:38% EXS:62% GDS:0%	WTS:36% EXS:64% GDS:0%	WTS: 36% EXS: 64% GDS: 0%	WTS: 27% EXS: 73% GDS: 0%
Year 6	WTS:56% EXS:33% GDS:11%	WTS:56% EXS:33% GDS:11%	WTS: 50% EXS: 40% GDS: 10%	WTS: 60% EXS: 30% GDS: 10%	WTS:67% EXS:22% GDS:11%	WTS:67% EXS:22% GDS:11%	WTS: 60% EXS: 30% GDS: 10%	WTS: 60% EXS: 20% GDS: 20%	WTS:78% EXS:11% GDS:11%	WTS:78% EXS:11% GDS:11%	WTS: 70% EXS: 20% GDS: 10%	WTS: 70% EXS: 20% GDS: 10%

## Analysis of Summative data for FSM Pupils Summer 2025

### Comparison of the school with External Kent FSM data and National data

Early Years	School – all	School - FSM	Kent FSM	National - all	Analysis
Good Level of Development	65%	50% (increase by 30% from 2024)	51%	68.3%	FSM in line with Kent and overall in line with National
Literacy Goals	71.4%	50% (increase by 30% from 2024)	53.3%	70.5%	FSM in line with Kent and overall in line with National

Maths Goals	79.6%	100% (increase by 40% from 2024)	63.3%	77.7%	FSM significantly above Kent and overall in line with National
Year 1 Phonics					
Year 1	72.5%	46.2%	62.3%	79.9%	FSM below Kent and below with national
Year 2 retakes	50%	0%	42.8	50.1%	FSM signif below Kent and in line with national
Key Stage 2 data					
RWM expected +	44.9%	12.5%	41.7%	62.1%	FSM signif below Kent and national
RWM greater depth	8.2%	12.5%	2.6%	8.3%	FSM signif above Kent and in line with national
Reading expected +	61.2%	37.5%	59.5%	75%	FSM signif below Kent and national
Reading greater depth	18.4%	25%	19.1%	33%	FSM above Kent and below national
Writing expected +	67.3%	37.5%	56%	72.2%	FSM signif below above Kent and below with national
Writing greater depth	24.5%	12.5%	5.8%	12.7%	FSM signif above Kent and signif above national

SPAG expected +	61.2%	50%	51.3%	72.6%	FSM in line Kent but below with national
SPAG greater depth	14.3%	12.5%	12.4%	29.4%	FSM in line with Kent and below with national
Maths expected +	55.1%	12.5%	54.1%	74.1%	FSM signif below Kent and national
Maths Greater depth	12.2%	12.5%	11.8%	26%	FSM is in line with Kent and below national

FSM pupils will represent the PP pupils for analysis.

### From the above tables - Summary Evaluation

1. From the internal data, there is strong evidence to support that PP pupils are making progress. (green areas)
  - a. Three areas where the data decreased (red areas)
    - i. Year 2 in reading and maths
    - ii. Year 6 in year reading
  - b. Year 2, 3 and 4 in writing and year 3 and 4 in maths are areas where the data was consistent
2. From the external data, the PP pupils at the New Ash Green Primary School were above or in line with Kent FSM pupils for
  - a. all the subjects in Early years and significantly above in Maths for Early years
  - b. In Key Stage 2, significantly above in greater depth for RWM, significantly above Reading greater depth, significantly above Writing greater depth, in line with Maths greater depth

### The key areas for development are

- c. Year 1 Phonics – now year 2
- d. Year 2 retakes for Phonics and reading and maths – now year 3
- e. In Key Stage 2, Year 6 reading, writing and maths at expected plus to evaluate if the same pattern occurs next year

The analysis demonstrates that it is cohort dependent rather than key themes through the school.

### The PP Team will focus on PP first 2025/2026 ;

1. The PP team will focus on their monitoring role in terms 2, 4 and 6 to ensure pupils make progress by analysing and talking to staff pupils and their books
  - a. Individual case sampling and

- b. Year groups eg Year 3
- 2. Pupil Premium first approach in school – any meeting PP pupils are discussed first the pupil progress meetings, moderation, SEND
- 3. Cultural Capital – investigate the inclusion of PP to ensure the school is enhancing their experiences.