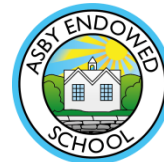


Pupil premium strategy statement 2025 – 2026



School overview

Detail	Data
School name	Asby Endowed School
Number of pupils in school	21
Proportion (%) of pupil premium eligible pupils	28.6%
Academic year(s) covered by this statement	2025 - 2026: Part A 2024 – 2025: Part B
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Andy Liles
Pupil premium lead	Andy Liles
Governor lead	Curriculum and Pupil Progress Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1,515
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£1,515

Part A: Pupil premium strategy plan

Statement of intent

In a year of transition, this is a one-year pupil premium strategy which addresses new and emerging needs of pupils who have either recently joined the school and/or have been identified as disadvantaged. While many of the aims of last year's strategy remain, this plan identifies a pressing need to support children's wellbeing and social and emotional development.

Our intention at Asby Endowed School is to ensure all our children, whatever their circumstances get the education they deserve. It all starts with us, if a child is shaped by seven years old it is up to us to ensure they all have a good start to their education and we instil a good attitude to learning by making it fun, interesting and attainable to all. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. **We also recognise that disadvantage is not limited to academic barriers, and that issues such as attendance, wellbeing, safeguarding and access to safe digital resources can impact children's life chances. Our strategy therefore considers these wider vulnerabilities alongside academic needs.**

Quality first teaching is at the heart of our teaching and learning ethos, this ensures all children regardless of background or need gets the same high-quality access to their learning. 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. The intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We strive to develop pupils' skills, knowledge and understanding across *all* subjects. We develop resilience through trips (such as our Wilderness experiences), enrichment activities across the curriculum, as well as explicit teaching of strategies (using a metacognitive approach) to tackle even the greatest of learning challenges. In a mixed-age class, flexible grouping is embedded and teachers ensure that children meet appropriate challenge in each task. Where a child has not succeeded, the teacher is aware due to ongoing assessment and support is put in place, such as the use of teacher-led intervention at lunchtime.

Children are individuals and require different types of support in order to meet their potential. Through assessment, we seek to understand pupils' differences and strive to understand barriers to learning. Adaptive teaching is how we provide tailored support to those who need it. The Education Endowment Foundation suggest 5 key strategies that can help learners:

- **Explicit instruction** denotes explanations which are clear. Modelling and frequent checks are used in order to ensure understanding. This could include guided practice, where the teacher will work with children as part of a group before they approach a task independently.
- **Cognitive and metacognitive strategies** are the range of approaches required to transfer content into pupils' long-term memory. Children should have an awareness of their own learning as well as the opportunity to plan, monitor and evaluate.
- **Scaffolding** relates to the range of supportive tools that can reduce cognitive load and provide structure. For example, a writing frame may be used in English or a partially completed example (gap fill) may be provided in other subject areas. **The aim is to reduce scaffolding throughout the academic year.**
- **Flexible grouping** is the allocating of groups temporarily, based on their mastery of a particular concept. This could be a group coming together to discuss a particular misconception, such as homophones, before rejoining the rest of the class. This works well in a mixed-age class, where there is the

opportunity for children with weak foundational understanding to go back a step and review previous year groups' targets.

- **Technology** can remove barriers to learning and promote independence. Targeted, tailored resources can be independently used by pupils to reinforce learning and develop fluency in key knowledge of English and maths, enabling the teacher to work with pupils on areas of the curriculum that technology struggles to support.

Achieving our objectives

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers and teaching assistants with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition.
- Target funding to ensure that all pupils have access to trips, residentials, first hand learning experiences etc.
- Provide opportunities for all pupils to participate in enrichment activities including sport, art music, wilderness experiences, and learning within the community across the curriculum.
- Provide appropriate nurture support to support pupils in their emotional and social development.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Progress in Reading – we have noticed through subject reviews, parent-teacher meetings, pupil review meetings and tracking that we are having to do reading interventions with increasing numbers of children.
2	Progress in Writing - we have noticed through subject reviews, parent-teacher meetings, pupil review meetings and tracking that our children are not progressing and retaining the skills needed. We want to embed the love for writing.
3	Progress in Mathematics - we have noticed through subject reviews, parent-teacher meetings, pupil review meetings and tracking that we are having to do Maths interventions with increasing numbers of children especially now in KS2.
4	Progress in Oracy and Confidence- we want to ensure pupils are confident, enthusiastic speakers who are able to present and perform publicly with confidence.
5	Well-Being - To be able to implement all the above we need to ensure all our children have strategies to cope with their feelings of anxiety around all areas of their lives. Ensure children have access to a wider variety of opportunities.

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 oral language skills and vocabulary for all pupils in our school, particularly our disadvantaged pupils.	Assessments, observations and child's confidence indicate improved speech and language skills 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 for all pupils in our school, particularly our disadvantaged pupils.	Through pupil review meetings, when looking at assessment data in groups to ensure our disadvantaged children meet the expected standard in reading.
Improved maths attainment for all pupils in our school, particularly our disadvantaged pupils at the end of KS2.	Through pupil review meetings, when looking at assessment data in groups to ensure our disadvantaged children meet the expected standard in Maths.
To achieve improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Using Jigsaw PSHE to help us teach our children the strategies then need to be able to cope with their emotions. To know their emotions are ok to have and discuss. Pupil voice, parent voice and teacher observations used and discussed within staff meetings. Using ELSA interventions.

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)

Budgeted cost: £1,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support and deliver targeted maths work in order to close and ensure fluency.	The Maths subject lead and the SENDCo are tracking the interventions to ensure this approach is successful. We have pupil progress meetings to ensure we are targeting the right children at the right time to have the biggest impact.	3
To support and deliver targeted literacy work in order to close the gap and ensure the children to make expected progress	The English subject lead and the SENDCo are tracking the interventions/classroom support to ensure this approach is successful. We have pupil progress meetings to ensure we are targeting the right children at the right time to have the biggest impact	1,2 & 4
To deliver ELSA training to a TA in order to support children's social and emotional development	ELSA training will enable Teaching Assistants to deliver structured, evidence-informed emotional support to disadvantaged pupils. This will help address barriers linked to anxiety, low self-esteem and emotional regulation, which disproportionately affect Pupil Premium pupils and can hinder academic progress. Pupil voice interviews and regular dialogue amongst staff in relation to target children's social and emotional development reflects positive progress.	5

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

Budgeted cost: £515.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA conversations (organised by teacher, delivered by TA)</p> <p>Purchase of reading materials to support PP students with</p>	<p>The significant increase Pupil Premium students comes with new challenges for the school in terms of emotional and social development linked to neurodiversity. This has impacted all pupils, but the two foci for the school are:</p> <ul style="list-style-type: none"> - ensuring new pupils integrate successfully into the school - existing pupils are able to adjust to new and unfamiliar behaviour displayed by their peers, positively accommodating this and in so doing are more resilient when dealing with changes in dynamics. 	5

suspected neurodiversity	All pupils, including those considered disadvantaged, are able to reflect positively on changes at the school and value every member of their learning community.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £00.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Art	Continue to work with NISCU to provide art, drama, poetry etc opportunities.	5
Sport	Continue to be involved in sporting competitions with EVA & ERA schools.	5
Singing/Assemblies, regular performances	Singing opportunities 3/4 times per week during end of the day assembly. Develop opportunities to perform and present in public (including making use of the Wellbeing Hour on Tuesday)	4, 5

Total budgeted cost: £1,515.00

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 – 2025 academic year.

As a small school, through ongoing high-quality dialogue amongst staff and regular observation of our small cohort of children, we are able to accurately and qualitatively assess pupils' progress alongside academic data. This is key as needs beyond the academic have begun to emerge.

The last eighteen months has been a period of significant change for the school, in which a new headteacher and two new Teaching Assistants have been appointed and the school's role increased to a high of 21. One result of the former is a lot of the working knowledge and training associated with last year's pupil premium being lost and a need for staff to be trained to address the new challenges brought by our current cohort, including the needs of our disadvantaged pupils.

Our proportion of pupils receiving Pupil Premium has increased significantly and while the academic challenges previously identified remain (though all Pupil Premium pupils have made progress in the last academic year), significant new challenges relating to social and emotional development and wellbeing have come to the fore and will be prioritised alongside our academic endeavours.

In a small school, we know our families well and can handle situations sensitively and have a personal approach. We supported our pupil premium families with for example extra meetings e.g. regarding attendance, subsidising trips and residentials and providing uniform.

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
Spelling Shed	
Times Tables Rock Stars	
Sound-Write	
Maths Shed	