



Asterdale Primary School

Pupil premium strategy statement 2025-26

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	Asterdale Primary School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	29 %
Academic year/years that our current pupil premium strategy plan covers	2023-24 (Year1of3) 2024-25 (Year2of3) 2025-26 (Year3of3)
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026 (Year 3of3)
Statement authorised by	John O'Leary (Headteacher)
Pupil premium lead	John O'Leary
Governor lead	Cari Burgess

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,700
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	£92,700



Asterdale Primary School

Part A: Pupil premium strategy plan

Statement of Intent – Pupil Premium:

Our pupil premium spend plan holds the highest aspirations for all in line with our Asterdale vision of achieving ‘everyday excellence’ for all. We have a whole school culture where all staff are responsible for raising outcomes and expectations for our vulnerable and disadvantaged children and also for those not eligible for the funding.

All members of staff and the governing body at Asterdale Primary School accept responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We also recognise the vital role that parents and carers play in the lives of their children. Working with parents of disadvantaged children is essential to our pupil progress, and so we ensure that they understand that they can make a positive contribution to their children’s achievement in school by engaging in school life.

Daily quality-first teaching is at the centre of our Asterdale approach. We know that all pupils benefit from consistently high-quality teaching and therefore our strategy expects this with further additional intervention through one-to-one and small group teaching. This is proven to have the greatest impact on closing the disadvantage attainment gap and also benefitting non-disadvantaged pupils.

Our ambition is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas to be the best learner they can be (as part of our ‘best of me’ everyday excellence ambitious vision for all pupils). The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including offering additional challenge for our high attaining children.

We ensure robust monitoring and evaluation takes place in order to review the use of the Pupil Premium, by the school and governing board throughout the year which allows us to remain critical and confident that pupils are being given opportunities to achieve their full potential.

When planning the pupil premium spend, we plan to narrow any gaps there may be between groups. All children regardless of background or challenges they may face must make good progress and achieve across all subjects of the curriculum. The spend ensures our children (regardless of whether they are disadvantaged or not) will have access to new opportunities, responsibilities and broad experiences.

In this way, it can powerfully address social disadvantage and build cultural capital for later life. Enrichment opportunities are planned for all pupils within our Pupil Premium strategy. The spend also encompasses a high level of emotional/social wellbeing support alongside academic intervention.

We work tirelessly to improve outcomes for our low-attaining pupils upon entry to Asterdale and through carefully targeted use of the pupil premium funding we work to eliminate barriers to learning and ensure all children make maximum progress and achieve their potential both academically and with their wider personal development with a ‘keep up, not catch up’ approach.

Challenges:

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

Challenge number	Detail of challenge
1	<p>Securing strong foundational knowledge for learners: Literacy: Focus lens on: Speech, Language & Communication & Reading Fluency</p> <p>Specific learning gaps for Disadvantaged pupils upon entry (focusing on Communication, Speech and Language) which impacts on progress rates and attainment throughout EYFS and KS1.</p> <p>Reading fluency rates are lower for Disadvantaged pupils than all pupils which contributes to pupils' ability to comprehend well at expected standards.</p>
2	<p>Securing strong foundational knowledge for learners: Mathematics: Focus lens on: Mathematics fundamentals in number facts recall automaticity, times tables fluency and arithmetic confidence</p> <p>These are weaker for Disadvantaged pupils which contributes to impacting upon pupils' ability to achieve expected standards.</p>
3	<p>Securing strong foundational knowledge within Writing:</p> <p>Attainment in Writing for Disadvantaged pupils is below that of all pupils requiring focus to address the attainment gap to prevent this widening through providing appropriate scaffolds and support tools to secure rapid progress.</p>
4	<p>Removing barriers & vulnerabilities:</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils and those with social & emotional needs – to ensure these learners are supported to engage within the curriculum and become confident and successful learners. Through: reducing attendance barriers, SEMH & self-regulation approaches, emotional literacy teaching & targeted forest school provision.</p>
5	<p>Reading books – access to quality texts:</p> <p>Pupils have limited exposure to sufficient quality texts which has had an impact on their breath of vocabulary use and application to learning across the curriculum.</p>
6	<p>Broadening personal development opportunities through enhancements and enrichments to our 'Asterdale Offer':</p> <p>Disadvantaged children have been identified as having reduced life experiences to many of their peers and reduced cultural capital which has impacted on their access to a broad and balanced curriculum.</p>



Asterdale Primary School

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
<p>Phonics: To increase attainment outcomes for disadvantaged learners in Phonics</p>	<p>Attainment in phonics for disadvantaged learners will be in line with national & all pupils at the end of the academic year in both Y1 and Y2 over time.</p>
<p>Fluency: To improve rates of fluency for targeted disadvantaged learners through precision teaching and direct focus intervention.</p>	<p>All disadvantaged pupils make good progress in their reading fluency rates by end of year across all year groups.</p>
<p>C&L: To improve Communication & Language skills for early readers and learners within Early Years & KS1.</p>	<p>All disadvantaged pupils will make good progress and reach expected standards in specific early learning goal areas incl. Communication & Language.</p> <p>Through targeted intervention programs, youngest learners are supported to make progress and close gaps in speech, language and communication towards expected standards (incl. specialist support where necessary)</p>
<p>Quality first teaching: Writing: Ensuring quality first teaching of Writing for all pupils</p>	<p>All identified Disadvantaged learners will make good progress from their starting points against year-group specific Writing criteria</p> <p>A clear writing process supports learners to reach expected standards.</p> <p>Supportive scaffolds (eg: rainbow grammar) support learners to close gaps in their understanding and apply knowledge to independent writing successfully.</p>
<p>Quality first teaching: To embed the Asterdale Teaching Toolkit effectively across school to include QfT for SEND learners</p>	<p>Disadvantaged learners make good progress as a result of QfT strategies being implemented across teaching delivery incl. adaptive teaching methods so that all learners receive the support they need timely and effectively.</p>
<p>Quality first teaching: Early Mathematics – strong foundational knowledge is secured in key aspects of mathematical fluency</p>	<p>Pupils gain increased confidence and recall of key number facts to impact on pace and accuracy across mathematical understanding.</p>



<p>Broadened personal development: Wellbeing & enrichment:</p> <ul style="list-style-type: none"> • To continue embedding wellbeing strategies across school for all pupils including support for Disadvantaged pupils to access wider enrichment opportunities. • The personal development curriculum is further enhanced to impact on disadvantaged learners' attitudes to wider school life 	<p>All pupils express positive outcomes for attitudes to school through pupil voice monitoring.</p> <p>Meaningful, relevant and high-quality data from pupils (pupil voice, pupil surveys, parent/carer surveys) and teacher observations to demonstrate high levels of well-being, including resilience and determination for our children.</p> <p>A significant increase in the participation of enrichment activities, particularly among disadvantaged pupils in the areas of creativity (music, art), outdoor learning and sport.</p> <p>SEMH and emotional literacy supportive tools are accessed by learners to support regulation and reflection on own wellbeing as part of wider school initiatives.</p> <p>Aspirations interventions feature within SEMH provision to raise pupil outlooks towards learning and future life beyond school as part of school values learning (within PD curriculum)</p>
<p>To improve attendance rates for identified Disadvantaged pupils & families through early identification and targeted support.</p>	<p>The attendance of Disadvantaged pupils to be at least in line with the national average – (closing gaps to non-disadv.)</p> <p>A term-on-term reduction in the percentage of persistent absentees for Disadvantaged pupils – with evidence of partnership working to impact and support most vulnerable learners effectively.</p>





Asterdale Primary School

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £23 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding further staff CPD for understanding in depth the principles of high-quality teaching & learning across school –</p> <p>(Asterdale Teaching Toolkit):</p> <ul style="list-style-type: none"> • 25-26 – Focus lens upon: • High quality talk (Oracy approaches across school) • Guided practice (Building independence for learners to learn with confidence) 	<p>Principles stated within our Teaching Toolkit are identified as key strategies for promoting high quality teaching and learning</p> <p>Use of teacher WalkThru & Teacher Toolkit materials for staff CPD implementation</p> <p>Linked evidence:</p> <p>EEF - Mastery Teaching</p> <p>EEF - Feedback</p> <p>EEF - Cognitive Science</p> <p>EEF - Modelling</p> <p>EEF - Pupil Independence Through Questioning</p> <p>Principles-of-Instruction-Rosenshine - Research-Based Strategies That All Teachers Should Know</p>	<p>1, 2, 3</p>
<p>Continued implementation of expert training for staff to embed whole-school interventions to impact on learners' next steps for progress</p> <p>25-26: (eg: Rainbow grammar, precision teaching, lego therapy, point in need interventions)</p>	<p>Evidence shows when teachers consider emphasizing recommended strategies for pupils with SEND, the best outcomes are secured for pupils</p> <p>SEND adaptations are essential for providing an equitable, inclusive, and supportive learning environment where every student can reach their potential, irrespective of their specific challenges.</p> <p>EEF - SEND in Mainstream Schools</p> <p>EEF - Adaptive Teaching</p> <p>Five-a-day-to-improve-send-outcomes 25-26</p> <p>Evidence-based-teaching-how-direct-instruction-and-precision-teaching-can-transform-learning 25-26</p> <p>PIVATs for SEND Assessment</p>	<p>1, 2, 3</p>



Asterdale Primary School

<p>Maintain expert delivery of Little Wandle Phonics teaching so the intended scheme is taught with high consistency across school</p> <p>25-26: As a result of this: all new staff impact upon outcomes for disadvantaged learners making at least expected progress from their starting points</p>	<p>Little Wandle Phonics: DFE validated scheme: A validated phonics scheme leads to improved literacy outcomes by providing a structured, consistent, and evidence-based approach to teaching reading and writing. It supports both children's learning and teachers' instruction, contributing to better educational outcomes and helping to create lifelong readers.</p> <p>EEF Toolkit - Phonics +5months</p> <p>Little Wandle Phonics - Impact</p>	<p>1, 5</p>
<p>Consolidate the implementation of book-based Writing scheme across school to raise attainment in Writing:</p> <p>25-26: Focus on:</p> <ul style="list-style-type: none"> • Clear writing process shared across school as identified by scheme • Scaffolds and supports • Use of identified writing criteria for supporting learners to make progress 	<p>EEF - Vocabulary</p> <p>Rainbow Grammar</p> <p>Pupils make connections across learning through prioritising a high-quality vocabulary rich curriculum which makes links to quality texts.</p> <p>Support for class teachers for effective subject knowledge - teaching of Writing.</p> <p>Scaffold scheme use of Rainbow grammar for subject knowledge delivery in closing gaps in understanding</p>	<p>3</p>
<p>Continue: Specialist coaching to support effective teaching of Writing across whole-school</p> <p>25-26: Context: x3 new to school teachers</p>	<p>A structured writing scheme is essential for producing clear, logical, and effective written communication. It benefits both the writer in terms of ease and efficiency, and the reader in terms of understanding and engagement.</p> <p>Literacy Tree - Scheme Impact</p> <p>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning: EEF Feedback</p> <p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support.</p> <p>EEF One-to-One tuition Impact + 6 months</p>	<p>3</p>



<p>Maintain CPD programme of staff training for implementation of revised approach to the teaching of reading</p>	<p>EEF - Reading Comprehension Strategies</p> <p>Reading comprehension strategies are high impact on average(+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>To implement Grammarsaurus Comprehension Crushers scheme Y2-6 alongside accessing further best practice CPD from Little Wandle Little Sutton School (Phonics Lead/s) to ensure QfT of reading across school incl. upskilling all staff subject knowledge</p> <p>Comprehension Crusher</p> <p>As a result: high-quality consistent teaching of daily reading from N to Y6 is embedded within school practice.</p>	<p>1</p>
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Targeted academic support (eg: tutoring, one-to-one support structured interventions)

Budgeted cost: £19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading fluency:</p> <p>Providing targeted bespoke reading fluency intervention to accelerate reading fluency progress for identified pupils</p> <p>25-26: Use of rapid catch up to support targeted progress:</p>	<p>EEF - Reading Comprehension Strategies Impact + 6 months</p> <p>Reading fluency gaps identified for bottom 20% of all year groups with further identification of Disadvantaged learners requiring targeted support through intervention programme to increase fluency rates.</p> <p>Little Wandle - Rapid Catchup</p>	<p>1</p>
<p>Revised use of early oral language interventions to increase language skills and accelerate progress in C&L for learners where gaps are presented</p> <p>25-26: Implementation of SpeechLink & LittleLink screening</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and combination of the two show positive impacts on attainment.</p> <p>EEF - Oral Language Interventions Impact + 6 months</p> <p>EEF: There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>Whole-school-approach: Speech Link-LittleLink</p>	<p>1, 3</p>
<p>Providing targeted additional Speech & Language interventions for identified learners</p>	<p>EEF - teaching-assistant-interventions Impact: +4months</p> <p>EEF - Oral Language Interventions Impact + 6 months</p>	<p>1, 2</p>



<p>Further develop wider support for wellbeing through coordinated provision</p> <p>25-26: incl. appropriate SEMH intervention strategies & emotional literacy support</p>	<p>Support for both pupils and families incl. trauma informed approaches and awareness of ACES impact on pupils social & emotional wellbeing</p> <p>Staff awareness for meeting wider pupil health needs and impact of early intervention to prevent worsening of conditions for all</p> <p>Staff CPD and awareness of zones of regulation strategies for supporting learners with self-regulation</p> <p>Commitment to whole-school wellbeing and personal development supportive emotional literacy for all learner</p> <p>Teachappy - Seedsofhappiness - Staff CPD / Training 25-26</p> <p>ELSA - Maximising-the-impact-of-elsas</p> <p>EEF - Teaching-learning-toolkit - Social-and-emotional-learning</p> <p>Zonesofregulation - Research-and-evidence</p> <p>EEF - Behaviour-interventions</p> <p>EEF - Metacognition-and-self-regulation Impact: +8 months</p> <p>EIF - Adverse Childhood Experiences</p> <p>EEF-social-and-emotional-learning</p> <p>Zones of Regulation - Research & Evidence Of Effectiveness</p>	<p>4, 6</p>
<p>25-26: Delivery of point of need interventions with precision teaching approaches to directly close gaps for learners</p>	<p>Dedicated daily improvement time within whole-school timetabling enables teachers to diagnose and tackle emerging gaps in pupils' understanding so that learners are able to maintain access and progress within the intended taught curriculum.</p> <p>Class improvement plans and class profiles identify learners requiring precise targeted support for direct intervention</p> <p>Precision-teaching: First-steps</p> <p>EEF - Individualised instruction Impact: +4 months</p> <p>EEF - Teaching-learning-toolkit - Feedback Impact: +6 months</p>	<p>1, 2, 3, 4</p>



Asterdale Primary School

<p>25-26: Implementation of Mastering Number for securing strong foundational understanding in Mathematics</p>	<p>Securing strong foundational understanding in core number facts and fluency for facts recall enables learners to access and apply their knowledge within mathematics with greater confidence and automaticity – enabling them to reach expected standards</p> <p>NCETM - Seeing the-impact-of-mastering-number</p> <p>EEF - Mastering Number at Reception and KS1</p>	<p>2</p>
<p>25-26: Effective implementation and impact monitoring for use of TTRockstars to directly impact on times tables fluency recall and facts retention</p>	<p>Automaticity, speed and accuracy for recall with confidence will enable learners to apply mathematical understanding across many aspects of their mathematical thinking which will in turn support achieving expected standards:</p> <p>TTRockstars - Case-studies-filey-junior</p> <p><i>'Although confidence in maths among students was fairly high, automaticity and speed were not as high'</i></p>	<p>2</p>
<p>Continued delivery of targeted phonics interventions to support learners in accelerating early reading skills and closing gaps in phonological knowledge</p> <p>Little Wandle Phonics</p> <p>Little Wandle Rapid Catch-Up</p>	<p>EEF: Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>Phonics - EEF (High Impact)</p> <p>Impact + 5 months</p> <p>Little Wandle - Rapid Catch Up</p>	<p>1</p>



Wider strategies (eg: related to attendance, behaviour, wellbeing)

Budgeted cost: £50,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Access and opportunity to use school library facility so that all pupils have access to a broad selection of engaging texts to support wider-school reading for pleasure</p>	<p>Library facility also provides opportunity for homework support for Disadvantaged learners to gain extra support:</p> <p>EEF - Homework impact Impact + 5 months</p> <p>Literacy Trust - Understanding the impact and characteristics of school libraries and reading spaces</p>	<p>1, 5, 6</p>
<p>Continue the further purchase of additional core quality texts to build a personal library across a range of genres for pupils</p>	<p>EEF: Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p>	<p>1, 5, 6</p>
<p>Development of 'purposeful playtimes' through engagement in Opal Play initiative (separate funded)</p>	<p>20% of the school day is spent outside / at playtimes. There is a recognition of the impact that outdoors and unstructured times can have upon pupils' wider SEMH and potential positive impact for maximising learning further.</p> <p>OPAL - Outdoor-play-transforms-learning</p> <p>Provision of equipment / resources to enable disadvantaged learners to access and thrive in outdoor provision</p>	<p>4, 6</p>
<p>Attendance: Working in partnership with Education Welfare Officer to continue high-profiling attendance across school</p>	<p>EEF - Parental Engagement Impact: +4months</p> <p>DFE: Working-together-to-improve-school-attendance</p>	<p>4</p>



Asterdale Primary School

<p>Attendance: Dedicated attendance lead to ensure robust monitoring of attendance rates across school</p>	<p>Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn.</p> <p>DFE: Working-together-to-improve-school-attendance</p>	<p>4</p>
<p>Maintaining SEMH positive outlooks and approaches through learning mentor role:</p> <ul style="list-style-type: none"> • Learning mentor sessions • Lunch time clubs to support pupils requiring learning support to access additional learning 	<p>EEF - Social & Emotional Learning</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Impact: +4months</p>	<p>4</p>
<p>Ensure mental health and wellbeing of pupils and staff continues to be deep-rooted throughout the whole school curriculum and our 'nurture' ethos incl. dedicated MH well-being lead and Forest school provision</p>	<p>A commitment for all disadvantaged pupils to access dedicated regular additional Forest School sessions including provision of necessary clothing and equipment to ensure maximum participation and skill development</p> <p>EEF - Wellbeing: social-and-emotional-learning Impact: +4months</p> <p>Working closely with varied stakeholders with early identification and addressing pupils emerging needs to minimise long-lasting impact on learning:</p> <p>EEF - parental-engagement</p> <p>EEF-social-and-emotional-learning</p>	<p>4</p>
<p>Enrichment opportunities for Disadvantaged pupils to further grow curriculum experience</p> <p>(targeted provision to enrich curriculum offer for Disadvantaged learners eg: sport, art, music and residential provision)</p>	<p>The offer of a range of additional enrichment activities has a proven record of improved attendance and raised self-esteem amongst Disadvantaged learners.</p> <p>Range of different in and/or after-school opportunities and curriculum enrichments targeted to support Disadvantaged learners and ensure that pupils have access to a wide range of activities within and beyond the school day to enhance their current knowledge, experiences and breadth of language. Pupil voice feedback validates the benefits, pride and enjoyment gained by pupils.</p> <p>EEF - Arts Participation</p> <p>EEF - Physical Activity Impact: +3months</p>	<p>4, 6</p>

Total budgeted cost: £92 700



Asterdale Primary School

Part B: Review of outcomes for previous academic year

Pupil premium strategy impact: 2024-25:

Phonics & early reading:

- Impact of Little Wandle implementation: outcomes Year 1:
- 4 out of 6 Pupil Premium pupils passed the Phonics Screening Check (PSC) (67%)
- Compared to non-PP: (19/21 passed): 90%
- All 4 of Pupil Premium Year 2 pupils who did not pass the PSC in Y1 secured a pass-mark by end of KS1 (July25)
- All pupils who did not pass PSC from Year 1 demonstrate good progress from AutTerm25 to be on track to pass for end of KS1
- Continuation of targeted intervention, analysis of half-termly assessments for identifying precise individual gaps and daily quality first teaching as essential elements to ensure attainment in phonics raises above National for 24-25.
- Early forecasts for 25-26 cohort demonstrate on-track within national expected standards (based upon GLD starting points and informed from Aut term data)

EYFS outcomes – Communication & Language:

- Talk Boost sessions to accelerate pupil progress in C&L – limited impact
- As a result: New implementation of new Speech Link & Little Link to support 25-26 provision
- Investment into Quality Interactions CPD incl. ShreC and OWL informed practice approaches for all staff in EYFS for 25-26
- 4 out of 6 pupils secured 'Speaking' strand within EYFSP 24-25 (67%)
- 2 out of 6 pupils secured 'Listening, Attention & Understanding strand) – (33%)

Writing attainment:

Impact of CPD for rainbow grammar (implemented across whole-sch Spr2 25) – further embedding of new scaffolding scheme required for monitoring impact.

Early impact evidenced upon pupils' early grammar understanding and teacher subject knowledge to deliver quality-first teaching in Writing.

Writing outcomes 24-25 across sch:

	EXS+ 24-25 July25 - Whole cohort:	PP	nPP
Y1	67%	67%	81%
Y2	78%	33%	76%
Y3	60%	20%	50%
Y4	44%	8%	73%
Y5	44%	55%	62%
Y6	60%	77%	94%



Asterdale Primary School

Part B: Review of outcomes for previous academic year

Evidence of closing gap for PP learners in Writing remains focus for 25-26 – this will be addressed directly further through:

- Impact of Rainbow Grammar implementation
- Focus upon high-quality talk approaches within oracy-drive across school
- Point of need intervention
- Strong foundations in Writing CPD for all staff incl. TAF-informed assessments for precision teaching of individual gaps
- Prioritised feedback time for disadvantaged learners within marking & feedback expectations.

Pupil voice impact – continues to demonstrate securely positive pupil attitudes towards Writing and firm enjoyment of scheme choice in promoting high-quality text exposure which will impact further on pupils’ application into writing standards which reflect age-related expectations.

Early reading – fluency:

Clear impact of ‘daily readers’ and whole-school ‘everyday reading’ initiative can be evidenced through English Lead monitoring of daily reading across school incl. Fluency Lexile increases for most vulnerable learners. Prioritisation of reading within school timetabling incl. expanded reading groups from YrR-Yr1 model with clear impact upon phonics outcomes from 24-25:

Y1 PSC outcomes: 24-25:

(85% overall pass: average score: 34)

PP: 67% (4 out of 6 pupils)

NPP: 90% (19 out of 21 pupils)

Y6 outcomes for PP learners: - July25

Cohort: 31	PP 13pupils	nPP 18pupils
R	69% AR+	94% AR+
W	77% AR+	94% AR+
M	62% AR+	72% AR+
SPAG	85% AR+	100% AR+

Asterdale Primary School

Part B: Review of outcomes for previous academic year

Attendance of disadvantaged children:

- Ongoing – continual area for key priority with families providing targeted timely support.
- Term time holidays and some severe illness impacted on attendance rates incl. x3 chn new to sch 24-25 with significant barriers
- A small group of disadvantaged pupils continued to have poorer attendance compared to peers at school despite proactive measures through external support agencies.
- Continual prioritisation and high-profiling the importance of high attendance rates with a whole-school approach to championing excellent attendance as part of wider school culture for everyday excellence school vision: ('attendance = excellence')

	PP	nPP	National Av	Sch Av
Attendance Sept24-Jul25	92.6%	95.7%	95.1	94.8
Attendance Sept25-Dec25	92.9%	95.9%	95.1	94.9

Reading – investment in quality texts:

- Positive attitudes to reading continue to be further enhanced through commitment to growing pupils' individual Asterdale library of books (key core quality texts purchased termly per class per child) – this widely supports broader reading and access to texts alongside exposure to vocabulary to upskill gaps in understanding for all Disadvantaged learners – embedded as part of school reading culture (see reading reviews conducted in both 24-25 and 25-26)

Wellbeing:

- Wider wellbeing support strategies introducing zones of regulation as a whole-school strategy implemented 24-25 across whole-school as a key element to SEMH and self-regulation approaches. This will be complemented with further emotional literacy support for learners within 25-26 cycle incl. 'Seeds of Happiness' wellbeing CPD for both pupils and staff
- All pupils continued to access Forest Schools provision from Nursery-Y6 in supporting wider wellbeing and as a core part of the broader Asterdale offer for all pupils. Developed further with targeted SEMH forest sch groups for 25-26 to provide bespoke additional provision to positively impact on targeted pupils with identified barriers to curriculum learning & wider social emotional needs.
- Raised profile of wellbeing as part of school everyday culture – re-branding for pupil 'wellbeing champions' in school with targeted projects to support SEMH and self-regulation for emotions.



Asterdale Primary School

Part B: Review of outcomes for previous academic year

Enrichment

- Support for enrichment visits and experiences continue to further fully enhance curriculum delivery in supporting pupils to make meaningful connections over time in retaining key learning.
- Broadened further for 25-26 within increased residential programme (Y4 and Y6) as well as tailored trips / visitors to supplement daily teaching and learning.
- Appointment of Personal Development Lead for 25-26 to provide further capacity for continual enhancement of this area of school life (incl. coherent programme of 'enrichment time' model across school with identified activities to suit school context and wider pupil needs)

