

Pupil premium strategy statement – Ash C of E VC Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	114
Proportion (%) of pupil premium eligible pupils	18% (21)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2025 - 2026
Date this statement was published	11 th September 2025
Date on which it will be reviewed	11 th September 2026
Statement authorised by	Melissa Gibbons
Pupil premium lead	Melissa Gibbons
Governor / Trustee lead	Tim Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40212
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£40212

Part A: Pupil premium strategy plan

Statement of intent

At Ash CE VC Primary School, staff and governors acknowledge the challenges children in receipt of pupil premium can potentially face. We embrace the vital work schools do in ensuring no child is ever at a disadvantage. All staff are committed to recognising every child's academic, pastoral, and social needs are met during their time at Ash, within a positive and nurturing environment. Our Governing Body are clear and dedicated in their role of holding school leadership to account for this.

We aim to achieve a respectful and harmonious school community, where every individual exudes the highest standard in attainment, behaviour, self-esteem and understanding of the diverse world that surrounds them. Our aim is that all our children develop a love for learning, acquiring skills, knowledge and abilities commensurate with fulfilling their potential. Our vision is for all children to be ambitious, articulate and confident individuals, fully prepared for the next phase of their educational journey.

This strategy document outlines the school's intent and prospective impact our work with these children will have. It highlights our aim to ensure all children have the knowledge and skills they need to succeed during their time at Ash, into secondary school education and beyond.

Challenges

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

Challenge number	Detail of challenge
1	Academic outcomes in line with Non-PP Groups
2	Realisation of a world outside a local rural community (Curriculum enhancement – trips, the arts, sporting opportunities)
3	Engagement with learning and high aspirations (e.g. attendance, behaviour, self-belief)
4	Access to high quality vocabulary and texts

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
In Reading, Writing and Maths PP children match the progress and attainment from KS1 to KS2 as their non-PP peers nationally and in school.	-PP children achieve parallel progress or exceed non-PP attainment across KS2. -Progress of PP pupils from KS1 to KS2 is in line with or exceeds their non-PP peers.
Enable all children to have access to enrichment opportunities in and beyond school which generate high aspirations from an early age (e.g. music, art, theatre, sport, swimming, trips and visits, visitors, career and enterprise).	-All children will have access to enrichment opportunities in and beyond school which generate high aspirations from an early age. -All PP children attending school trips and swimming lessons. -PP children engaging with and participating in extra-curricular activities.
Enable all children to have access to QFT	-All children experience QFT, further enhanced with high quality interventions and develop a love for learning. -Children develop an understanding of the wider community around them and the opportunities they have. -Learning engagement amplified, attainment levels improved, success as a learner recognised and self-worth developed.
Ensure all children have high levels of support, intervention where required and role models within and from our community.	-Heightened aspirations through visitors in and external speakers delivering assembly.
Children explore and read a variety of text from a rich range of diverse authors.	-Improved vocabulary within writing and speech -Articulate and confident children -Children read confidently, fluently and develop a life-long love of reading.

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: £20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing Staff awareness and understanding of the National Curriculum across the whole school.	-Through all forms of training, meetings, observations and professional discussions, teachers will enhance their understanding of year group curriculums and expectations across different key stages. This improved knowledge will ensure high aspirations for all pupils and a deeper understanding of the curriculum content. -Staff will be encouraged to observe in other year groups and across other Trust schools to develop their own understanding and put pedagogy into practice. -Subject leaders to gain greater ownership through CPD opportunities. Leaders encouraged to disseminate subject knowledge through Staff Meetings and INSETs. -Enriched learning experiences for all children, reinforcing and consolidating prior learning.	1,2,3,4
Teachers and Teaching Assistants hold focussed subject specific sessions to ensure all children are meeting age related expectations in all subjects.	-PP children achieve at least as well as their peers. -Results for all children above average when compared to national data through statutory testing. -Self-motivated pupils ready to progress having learning habits embedded from an early age. -Scrutiny of data through ELGs, phonics testing, KS1, multiplication and KS2 statutory testing show parity with peers. -Pupil progress meetings show parity with peers.	1,2,3,4
Continue to invest in assessment and tracking tools and	-Progress is above average when compared to national data through statutory testing.	1,3

materials which are efficient and accurate (FFT, TT Rockstars, Little Wandle phonics tracker).	-Early identification of gaps to inform necessary specific targeted interventions	
Continue to invest in an online safeguarding recording system.	-Attendance increased, reduced late marks. -Children's focus is improved showing parity with peers. -Behaviour/emotional issues do not impact negatively on learning and progress.	1,3
Invest in books. Provide an inviting reading environment within the library area. Reading enticements including book vouchers, reading in assembly and book share with other children Wider selection of Little Wandle decodable/ chapter books available.	-Reading unlocks the key to all areas of the curriculum; developing confident, academically able learners. -Reading is proven to open the door to future prosperity and wellbeing.	1,3,4
Children have an increased awareness of the wider world and future opportunities. Next educational steps are clear – life after school, college, university and beyond. Children have exposure to people beyond their immediate surroundings, who inspire and motivate. Children have exposure to places beyond their immediate surroundings, which educate and enthuse. Increase exposure and awareness of pupils to modern/diverse Britain.	-Language (vocabulary) and cultural capital is increased. -Enthusiasm and heightened understanding for diversity and modern Britain. -An engagement with the topic which feeds through to the classroom and beyond. -Increased aspiration for future lives is evident in conversation.	2,3,4
All children, including PP children, have the	-An engagement with the topic which feeds through to the classroom and beyond.	2,3,4

opportunity to experience cultural and educational opportunities alongside their peers.	-Increased aspiration for future lives is evident in conversation.	
---	--	--

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

Budgeted cost: £15212

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers and Teaching Assistants hold phonic sessions to ensure all children are secure in phonic knowledge. To include booster sessions.	-PP children achieve at least as well as their peers. -Phonic test pass rate above national average. -Embedded reading for pleasure habit from a young age.	1,2,3,4
1:1 reading four times a week – opportunity for children to communicate feelings, thoughts and emotions ‘Check-in’	-Increased fluency and understanding. -Levels of comprehension show parity with peers -Children feel listened to and supported	1,2,3,4
Teaching Assistants support PP children and other learners with small group sessions or 1:1 support.	-Scrutiny of data through ELGs, phonics testing, multiplication, KS1 and KS2 statutory testing shows parity with peers. -Pupil progress meetings and summative assessment results show parity with peers.	1,2,3,4
Support children experiencing loss, bereavement, trauma, friendship issues or other social/emotional issues. Ensure an ELSA is available to support children through programs or sessions.	-Attendance increased, reduced late marks. -Children’s focus is improved showing parity with peers. -Self-belief and confidence heightened – bolstering learning behaviours and progress.	1,2,3,4
ELSA sessions	-Articulate children able to recognise, express and convey emotion.	2,3

	-Children's focus is improved through addressing anxieties, achieving parity with peers.	
Forest School Sessions	-Enriched learning experience raising confidence	2,3,

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-Curricular opportunities made accessible to all	-Clubs to be held within Lunch times.	2,3
Uniform	-Clothing provided where and when needed instilling a sense of belonging and pride. Leading to a readiness for learning.	3
Trip subsidies	-Available for PP families experiencing financial difficulties. Equal access and opportunity for all.	2,3
All children, including PP children, are able to access additional lessons and an incentive to ensure they can swim 25metres before leaving the school.	-Increased water confidence, water safety and stroke technique, evident through conversation, skills and assessment.	1,2,3

Total budgeted cost: £40212

Part B: Review of the previous academic year 2024-2025

Outcomes

Impact - Each area funded or subsidised through pupil premium and service premium has been assessed against one or more of these five elements: aspiration, attendance, exclusion rates, statutory results and swimming results. Here is a summary of each element showing the impact of this funding: Aspiration - This is the most challenging area to quantify. However, anecdotal evidence clearly shows an increased awareness of career opportunities from the earliest of ages in school. Questioning has taken place through one to one conversations, through curriculum work in PSHE and communications with the pupil leadership teams.

	Ash	National
Attendance		
Whole School	95.50%	93.10%
Unauthorised	0.83%	1.70%
Persistent	4%	16.30%
FSM attendance absence	93.32%	89.4%
FSM unauthorised absence	1.17%	4.5%
FSM persistent absence	10.2%	36.5%
Swimming		
Children able to swim end of 25m EOY 6	100%	No Data Available
Exclusions		
Fixed Term	0%	No Data Available
Permanent	0%	0.04%
Statutory % Results		
Good Level of Development (R)	86%	67%
Phonics Screening (Yr1)	93%	79%
MTC (Yr4)	96%	
Yr6 Reading	88%	75%
Yr6 Writing	88%	72%
Yr6 Maths	93%	74%
Yr6 SPAG	93%	73%
Yr6 Combined	81%	62%

Service pupil premium funding

We use the same principles and methods for our Service Pupil Premium funding and outcomes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Spelling Shed	https://edshed.com/en-gb
Times Tables Rockstar	https://trockstars.com
Little Wandle	https://www.littlewandlelettersandsounds.org.uk

Further information Rationale

Ash Pupil Premium Strategy will enable Pupil Premium and Service Pupil Premium children to perform at least as well as their peers by closing any gaps which may exist from initial and ongoing assessments. We believe that ensuring equality of outcome, regardless of starting point or background, is an essential right for all children. We will endeavour to combat the national trend by using our strategy, tailored to our context and provision, to ensure equality for all children using Service and Pupil Premium funding. Our annual review will ensure each outcome is measured against its impact which will in turn inform subsequent provision planning