

Ashill Pupil premium strategy statement 25-26

		
<h2 style="margin: 0;">Ashill VC Primary School Improvement & Development Plan 25-26</h2>		
Included in our Family	Growing & Thriving	Confident & Achieving
		
Positive Relationships	Consistent Routines	Firm Foundations

This statement details our use of pupil premium 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. 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 and as such this plan is a key strand of our school development plan

School overview

Detail	
Number of pupils in school	109
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 2026-2027 2027-2028
Date this statement was published	January 2026
Date on which it will be reviewed	July 2026 and termly thereafter
Statement authorised by	Dan Pickard (Headteacher)
Pupil premium lead	Dan Pickard
Governor / Trustee lead	Kim Martin?

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20, 795
Pupil premium funding carried forward from previous years	£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	£20, 795

Part A: 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 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 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 will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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're 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.

Challenges & Intended outcomes

This table outlines the key challenges to achievement that we have identified among our disadvantaged pupils and 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.

	Challenge	Intended outcome	Success criteria
1	Included in our family To ensure PP children are treated equally and supported to access all opportunities that the school offers	All pupils feel included as equal members of the Ashill school family.	Through appropriate support (including financial) all pupils eligible for PP access the full Ashill experience including trips and extended school provision.
2	Growing & thriving Supporting pupils with compound vulnerabilities eg pupils eligible for Pupil Premium who also have SEN needs.	Pupils with compound vulnerabilities are able to access an appropriate curriculum and be supported to ensure good individual progress.	Needs driven approach to allocation of Ongoing Well-structured Learning Support enables timely access to the right support. Internal data gathered to capture an accurate view of pupils evidences the progress that individuals make as a result of support.

3	Growing & thriving Overcoming social, emotional and associated behavioural barriers to learning.	To develop and embed a trauma informed approach across the school that supports all pupils and improves pupil well-being.	Sustained high levels of wellbeing by 2027/28 demonstrated by: qualitative data from student voice, student/parent surveys and teacher observations
4	Confident & achieving Supporting academic progress of PP children	Accurate assessments and rigorous systems for monitoring progress mean that all pupils are challenged to make the best progress that they can and those at risk of underachieving are identified early and appropriate support/intervention allocated.	Internal data gathered to capture an accurate view of pupils evidences the progress that individuals make as a result of support.

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

Budgeted cost: **£2000**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget Amount (£)	Actual
Emotion coaching Training for all staff through Emotion Coaching UK	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.	3	£2000	£2000
		Total:	£2000	

Targeted academic support

Budgeted cost: **£21, 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget Amount (£)	Actual
To provide additional (7.5 hour) of interventional support for PP children in KS1 (phonics, reading, writing and maths) - EB	- Review termly attainment and progress across core subjects	4		
To provide additional (5 hours) interventional support for PP children in upper KS2 (in reading, writing and maths) - TB	- Review termly attainment and progress across core subjects	4		

To provide additional academic (KS2) and pastoral support, Thrive – 16.5 hours) across the school – SB	- Post pandemic and since the fires of Summer 2022, ensuring the delivery of Thrive and pastoral support, enabling children to learn effectively. (See parent surveys)	2		
		Total:	£21,000	

Wider strategies

Budgeted cost: **£8000**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget Amount (£)	Actual
One-to-one counselling with Stacey Howe	Children are supported effectively. Parent views.	3	£5000	£
Breakfast Club Subsidy Reduced rate for PP children enabling them to be school ready.	We have based our approaches on the Education Endowment Foundation (EEF) Teaching & Learning toolkit.	1	£1000	£
School Uniform subsidy Supporting parents to ensure they can afford uniform and supporting children's equality and dignity.	There is strong evidence to support enabling; Participation in the arts Extending school time	1	£1000	£
Subsidy for Residential trips Ensure all children are able to go on trips without financial burden:	Physical activity Holiday schemes	1	£800	
Fund places for PP children at ICS holiday clubs (Oct 25)	The evidence linked to the impact of outdoor activity and wearing school uniform on progress is weak. We recognise that attending a residential or wearing a uniform is not, on its own, likely to improve learning, however, we believe, can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of attitudes towards and behaviours for learning.	1	£200	£
		Total:	£8000	£

Expenditure Total: £31,000

Overspend: £10,205

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 to 2025 academic year.

We recognise that the numbers of pupils eligible for Pupil Premium at Ashill is relatively small and are mindful of how this can impact on 'broad stroke' data analysis. As such we prefer to look at the impact for individual pupils and how the strategies we are adopting are impacting on their progress in the broadest sense, overtime.

Headlines for the Academic year 24-25 based on teacher assessments.

Attendance for pupils eligible for the PP is in line with that of their non PP peers and above national in both cases.

Persistent absence for pupils eligible for the PP was significantly lower than PP pupils nationally.

There were no suspensions of pupils eligible for the PP.

Two out of three eligible pupils in the Year 6 cohort of 2024, were unable to access the SATs as a result of compound vulnerabilities.

One child attained the expected standard in the combined measure and the school judges that all three pupils made strong progress from their starting points.