

# Pupil Premium Strategy Statement

## 2025–2028

---

### School overview

School name	Ashchurch Primary
Number of pupils in school	152
Proportion (%) of pupil premium eligible pupils	28.9%
Academic year/years that our current pupil premium strategy plan covers	2025/26 to 2027/28
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026 (annual review)
Statement authorised by	Richard Gibson (Headteacher)
Pupil premium lead	Sam Rickaby (Deputy Headteacher)
Governor / Trustee lead	Jon Slade

### Funding overview

Pupil premium funding allocation this academic year	£40,625
Pupil premium funding carried forward from previous years	£2955
Total budget for this academic year	£43,580

## Part A: Pupil premium strategy plan

### Statement of intent

At Ashchurch Primary we are committed to ensuring all pupils, regardless of background, need or starting point, achieve well socially, emotionally and academically.

Our priorities for 2025–2028 are:

- High-quality teaching in every classroom, with reduced class sizes and strong teaching assistant support.
- Inclusion of new Afghan refugee pupils (20 children, many with little or no English and experiences of trauma).
- SEND accessibility: ensuring pupils with EHCPs (8 pupils) and those on the SEND register (approx. 25 pupils) can access the full curriculum.

- Language and communication development, with targeted EAL provision and phonics support.
- Wellbeing and SEMH support, through ELSA, life coaching, and emotionally available adult provision.
- Removing financial and digital barriers so no pupil misses out on trips, clubs, or learning opportunities.

Our approach combines quality first teaching, targeted academic support, and wider strategies for wellbeing, attendance and enrichment.

### Challenges

1	Gaps in phonics, reading and writing, particularly for disadvantaged pupils and new EAL pupils with very low prior English attainment.
2	Disadvantaged pupils achieving below peers in English and Maths overall.
3	Weak oral language and vocabulary development, especially for EAL pupils and those entering EYFS/KS1 below age-related expectations.
4	Social, emotional and mental health needs, including trauma experienced by refugee pupils, low resilience, and SEMH difficulties across disadvantaged and SEND pupils.
5	Limited enrichment opportunities outside school for disadvantaged pupils, reducing cultural capital.
6	Financial barriers to participation in trips, clubs, uniform, and digital access.
7	Accessibility challenges for pupils with SEND/EHCPs in fully accessing the curriculum.

### Intended outcomes & success criteria (2025–2028)

Attainment	By 2028: at least 90% of PP pupils achieve the expected standard in Reading, Writing, Maths combined. GDS: 35–40% PP pupils in Reading & Maths; 25–30% in Writing.
Progress	PP progress scores $\geq 0.0$ in Reading, Writing, Maths. Stretch: PP progress matches/exceeds whole-school averages.
Attendance	PP persistent absence $< 5\%$ . Whole-cohort PP attendance $> 95\%$ .
Gap Reduction	By 2028: Attainment gap $< 5$ percentage points between PP and non-PP in RWM combined. GDS outcomes within 5 points of non-PP peers.
Inclusion & Wellbeing	Improved pupil wellbeing and resilience evidenced through surveys, observations, reduced behaviour incidents, and increased EAL/SEND pupils accessing enrichment.

### Activity in this academic year

#### Teaching

Budgeted cost: ~£37,900

Reduced class sizes (average ~25 pupils) through £15,000 contribution to teaching staff budget.	EEF: smaller class sizes can improve outcomes when used to enhance teaching quality and feedback.	1, 2, 3
Teaching Assistants (£22,000) – each class supported by a TA to deliver targeted in-class interventions.	EEF: effective TA deployment, when trained and guided, has positive impact on learning.	1, 2, 3, 7
Staff CPD on EAL support (Bell Foundation & International Rescue Committee). Budget: £1,500.	EEF guidance on oral language interventions; Bell Foundation research on EAL strategies.	1, 3, 7

### Targeted academic support

Budgeted cost: ~£1,900

Flash Academy subscription (£900) for interactive English language learning.	Digital EAL learning tools accelerate vocabulary and reading acquisition.	1, 3
Dedicated EAL support staff delivering 1:1 and small group English language interventions (budgeted within TA allocation).	EEF: one-to-one and small group tuition effective for pupils with gaps.	1, 3

### Wider strategies

Budgeted cost: ~£800 (plus contingency)

Chance for Change life coaching for vulnerable pupils.	Targeted SEMH support improves engagement, attendance and attainment.	4
ELSA provision – trained staff member with regular EP supervision.	EEF: SEL interventions linked to improved wellbeing and attainment.	4
Trusted Emotionally Available Adult training – staff trained to provide ongoing emotional support.	Trauma-informed approaches improve behaviour, wellbeing, readiness to learn.	4, 7
Financial & enrichment support – uniform, trips, clubs, digital access (contingency budget).	Removing barriers to enrichment raises participation and cultural capital.	5, 6

Total budgeted cost: £40,625

## Part B: Review of the previous academic year (2024/25)

Outcomes for disadvantaged pupils:

- In 2024, no pupil premium groups were flagged as significantly below national averages. KS2 outcomes were strong, with 100% of PP pupils achieving the expected standard in English Grammar, Punctuation and Spelling (EGPS), and Reading high standard results above national averages.
- The new phonics programme has been highly effective. The vast majority of pupils now achieve the expected standard by the end of Year 2. Next step: adapt phonics provision for the new Afghan cohort, who are transitioning from a different alphabet.
- Persistent absence for FSM/PP pupils is in the lowest 20% nationally.
- ELSA provision has been highly successful, significantly improving wellbeing and giving pupils strategies to self-regulate and manage emotions. Next step: extend this through Trusted Emotionally Available Adult (TEAA) training.
- The school's deprivation indicator is 'close to average', showing a meaningful but not extreme PP cohort.

Evaluation: Smaller classes, TA support, high-quality teaching and enrichment access have contributed to success. Ongoing priorities: raising writing at greater depth, adapting provision for EAL refugee pupils, extending SEMH support via TEAA.

## Externally provided programmes

Mentoring	Chance is Change
Play Therapy	Pinch of Positivity
Alternative Provision	The Altus School
Literacy Intervention	Nessy
EAL Digital Resource	Flash Academy
EAL Digital Resource	Learning Village
Staff CPD & EAL Support	The Bell Foundation
SEMH/Trauma-Informed Support	TEAA

## Service pupil premium funding

Total allocation 2025/26: £2,450 (7 pupils)

How the funding is used:

1. Pastoral & Emotional Support – weekly check-ins with a dedicated adult, small group resilience/confidence sessions, and resources/books reflecting service life.
2. Transition Support – staff time to prepare transfer documents, 1:1 settling-in

support, and a buddy system for new arrivals.

3. Enrichment & Participation – subsidising trips, clubs, and music tuition; celebrating service identity through Armed Forces Day and assemblies.

4. Academic Support – short, focused tuition during transitions; access to online platforms and homework clubs for consistency.

Impact: Service pupils feel secure and celebrated, transitions are smoother, academic dips are addressed quickly, and pupils access the full breadth of curriculum and enrichment opportunities.