Pupil premium strategy statement – High Ash CE School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	248
Proportion (%) of pupil premium eligible pupils	20%
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	1.12.25
Date on which it will be reviewed	1.12.26
Statement authorised by	Kate Goodger HT
Pupil premium lead	Mel Fox
Governor / Trustee lead	Jemma Clamp

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,955
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*	£85, 955

Part A: Pupil premium strategy plan

Statement of intent

We are ambitious for all of our children. Research shows that whole school initiatives which support high quality first teaching as well as personalised pastoral support have the biggest impact on outcomes and this underpins our current PPM strategy.

Based on our previous impact to date and needs of our children, then our strategy for this academic year has these key themes:

1. To ensure they are able to attend school fully.
2. To prioritise reading and language development including vocabulary acquisition so that PPM children and those needing reading support are given the best chance to access the curriculum and express themselves in line with their peers.
3. To improve the oracy skills of PPM children in order to remove barriers to communication, enabling them to express themselves effectively and access the curriculum on an equitable basis.
4. To ensure their well-being is fully supported so they can become confident, independent learners who feel encouraged to achieve and can report increased self-belief and self-esteem.
5. To ensure they have the necessary information, experiences and cultural capital to access the curriculum and succeed in line with their peers with equal opportunity and access to the wider curriculum

Challenges

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

Challenge number	Detail of challenge
1	**Attendance** 20% of our PPM children need support with having consistent routines, are ready for the school day, make effective use of school transport, and attend school every day.
2	**Reading** Last year's Y6 Reading data shows 44% of PPM children achieved the ARE compared to 100% of Non PPM children.

	46% of our PPM children are working below ARE and require additional interventions and access to resources, alongside targeted academic interventions.
3	**Writing** Last year's Y6 Reading data shows 44% of PPM children achieved the ARE compared to 87% of Non-PPM children. Some of our PPM children demonstrate reluctance towards writing and do not positively engage with the writing process. Some barriers are generating ideas and some face challenges with the mechanics of writing, including structuring and forming sentences.
4	**Developing Mastery in Maths** Last year's Y6 Maths data shows 44% of PPM children achieved the ARE compared to 94% of Non-PPM children. Some PPM children require targeted support to develop a secure understanding of number sense, rapid recall of key facts, and the ability to make connections between mathematical concepts. Without these skills, their ability to access more complex mathematical learning is limited.
5	**Social and emotional difficulties** Children's emotional wellbeing has an impact on their focus to access education in school as well as their overall wellbeing and happiness. Many PPM children need support with resilience and developing self-esteem.
6	**Cultural Capital and Wider Curriculum** Many of our PPM children have limited access to enrichment activities including those in outdoor education, The Arts and STEM projects.
7	**Enhanced Play Provision** Some PPM children require opportunities for enhanced play within KS1 classrooms. Access to purposeful, play-based learning supports the development of independence, creativity, and confidence, while allowing children to practise and consolidate skills taught in lessons.

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
To achieve and sustain improved attendance for all children, particularly our PPM children.	Children are in school daily. Daily, weekly and monthly attendance tracking is monitored and shows improvements that are sustained. Children with high absence rates are at a significant disadvantage, as they miss out on valuable learning opportunities. That attendance over 90% is the norm for all PPM children
The attainment gap between PPM children and their peers is narrowing.	Through quality first teaching, close monitoring of assessment data and focussed interventions we aim to promote high

	attainment for PPM learners; more PPM children achieve age-related expectations by end of Key Stage assessment points.
All PPM children will have made progress or exceeded their end of year reading, writing and maths targets. All PPM children will be able to understand and use the new vocabulary in the correct context in both oracy and written work.	Monitoring shows that these children are all reading with increased fluency (speed and accuracy) and comprehension has also improved. Reading interventions are being delivered effectively and regularly. Monitoring shows that children can discuss books they have read. Reading books are pitched appropriately to their reading level and matched to phonics. Monitoring shows they are able to fully access reading and are supplied with the reading text. Pupil voice shows that they are able to understand a greater range of vocabulary. Pupils are able to demonstrate a love of reading and are reading regularly and often. Monitoring shows that children are writing more and are feeling confident to write by reducing cognitive load and following the I am a Clever Writer approach. Children's fluency with number has improved following daily fluency sessions.
Target PPM children are able to demonstrate improved resilience and improved self-esteem.	Pupil voice/work in books/ discussion with teachers/parents and agencies working with these children demonstrate that individual targets have been achieved. Children are more motivated to learn and show this in their learning through coping with challenges appropriate to them.
Participation of Pupil Premium children in a broad range of curricular activities will provide equitable opportunities and experiences, ensuring they have access to the same advantages as their non-Pupil Premium peers.	Tracking shows that the identified children have been able to access wider opportunities and experiences without financial or logistical barriers.
Our younger PPM children to have access to rehearse and refine skills taught within the curriculum.	Children's learning improved and are confident to apply skills in different contexts.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £*22,544*

Activity	Evidence that supports this approach	Challenge number(s) addressed
I am a Clever Writer support for teachers.	IAACW approach supports all pupils as stated in this Ofsted report: All pupils are making rapid gains from early years onwards, including pupils with special educational needs and/or disabilities and those for whom English is an additional language. This includes in writing, where they have made rapid improvements this year after low standards and progress in in previous years." All teachers have had support CPD training to support them as they aim to deliver Quality First Teaching for writing with modelling and scaffolding at the heart.	3 and 5
Delivering Maths Mastery quality first teaching and targeted Maths interventions to close the attainment gap	Early numeracy approaches (such as maths games and activities) aim to develop number skills and improve young children's knowledge and understanding of early mathematical concepts. (NCTEM 2023) Research carried out by the NCTEM has shown that consistent use of Maths 1 Mastery principles have a 'significant impact on pupil engagement and achievement and positively impacted pupils' maths skills with specific benefits for disadvantaged pupils, such as increased confidence and deeper understanding.' NCTEM	4 and 5
Training for newly appointed PPM Lead	National College, Buckinghamshire Challenge Universal Offer to support schools to raise attainment and improving opportunities for all people, especially those who are vulnerable and disadvantaged.	2,3,4,5,6,7

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

Budgeted cost: £ *33,524*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support staff to carry out additional interventions reading, writing and maths	Research shows that children need regular opportunity to apply knowledge and skills to develop automaticity in reading	2,3,4,5,7
Implement Reading Fluency intervention and Read Write Inc Deliver targeted reading interventions to improve reading attainment	Research carried out by the EEF identified that 'Three quarters of schools in England say poor attendance and low-reading levels are the biggest challenges affecting their socioeconomically disadvantaged pupils' academic achievement.' (EEF September 2023). In the guidance published by the Department for Education in February 2024 – 'Using Pupil Premium; guidance for school Leaders', DfE identify that English and Maths are the 'cornerstones of a broad, academic and knowledge-rich curriculum - we expect that for many schools, pupil premium spending will include a particular focus on supporting the effective teaching of these areas.' The attainment gap has narrowed slightly, however, data from the end of the academic year 2024 - 2025, 44% of disadvantaged Key Stage 2 pupils reached the expected standard in reading, compared to 100% of non-disadvantaged pupils. Read Write Inc is a government approved phonics scheme for the teaching of early reading skills and has been implemented across Early Years and Key Stage 1. Additional support is offered in Lower Key Stage 2 as required.	2
On-going purchase of RWI phonics books and resources linked to reading. Updated library books and class novels/high quality texts for reading in class/ guided reading	Importance for language development and reading	2
Pre and post learning sessions where needed focusing on reading/ writing/maths	Ensures that we continue to deliver quality first teaching and that all children can access the curriculum	2,3,4,5,7
Targeted interventions for Speech and Language or Oracy.	EEF Oral Language Interventions (2018) studies show that targeted oral language interventions can improve children's vocabulary, expressive	2,3,4,5,7

	and receptive language skills, and early outcomes. National Literacy Trust (English Speaking Union, 2023) show that oracy skills are foundations to reading and writing.	

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

Budgeted cost: £ *29,788*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of personal resilience and improving self- esteem through use of Trooper Pete's programme (annual programme 1 day a week)	Children need to be emotionally regulated in order to be ready to learn. Children need	5
Subsidised cost of educational visits, visitors, residential trips and school clubs.	Importance of wider opportunities that would not necessarily be able to access. 'Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. Above all, they offer an important space to have fun and relax away from the pressures of school work.'. (GOV.UK)	6
Provide targeted emotional support to children and their families to ensure needs are assessed and addressed	Research carried out by NSPCC show that 'Early help and early intervention are forms of support aimed at improving outcomes for children or preventing escalating need or risk.' The EEF states: 'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.' School counsellor available to provide 1:1 support and nurture activities. KS1 provision learning opportunities.	1,5,7
Pastoral support	Research by EEF (Supporting attendance, 2025) suggests creating a positive and supportive environment for all pupils means reinforcing a shared language, activity, routines and strategies throughout the school. Effective teaching and learning requires positive relationships and interactions between teachers and pupils.	1,2,3,4,5,6,7

Total budgeted cost: £ *85,955*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Target 1:Attendance data for PPM children shows improvement, and there is a reduction in the PPM children's attendance causing concern.

For the Academic year 24/25 attendance for PPM was 90.2% compared to 94.4% for non PPM. We continue to work hard with families who have had attendance difficulties and remain committed to improve the data.

Target 2: All PPM children will have achieved or exceeded their end of year reading target, writing target and maths target

In reading 81% of PPM children achieved or exceeded their end of year target, in writing 80% of PPM children achieved or exceeded their end of year target and in maths 78% of PPM children achieved or exceeded their end of year target.

Target 3: All PPM children will be able to understand and use new vocabulary when discussing new knowledge learnt.

Through learning walks and Pupil Voice meetings there was evidence that children were able to use and understand new vocabulary taught to them in context to support their explanation of new knowledge learnt.

Target 4: Target PPM children are able to demonstrate improved resilience and improved self esteem.

Through learning walks, observations in class and in wider opportunities such as leading assemblies there is an improvement in children's resilience and self-esteem. This impacts around the school with children happy to take on additional roles in school.

Target 5: Increased participation of PPM children in wider curricular activities to develop life experiences and cultural capital in line with their peers.

All PPM children were offered free club spaces over the year - 41% of children took up the offer.

Leaders and Governors have prioritised PPM in school and have appointed a new PPM Lead to start in academic year 25/26. The lead will also be actively engaging in the Bucks Challenge Project and all staff will have received training on how to close the gap.

Externally provided programmes

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

Programme	Provider
Not applicable	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
Not applicable
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.