Pupil Premium Strategy Statement

Ashton Under Hill First School

Shaping Bright Futures Together

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	94
Proportion (%) of pupil premium eligible pupils	5%
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	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Geoff Mills
Pupil premium lead	Emma Tulley
Governor / Trustee lead	Geoff Mills

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,631.25
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*	£10,631.25

Part A: Pupil premium strategy plan

Statement of intent

Our aspiration for our disadvantaged pupils is that they attend a school where the quality of classroom teaching enables them to succeed. This will be demonstrated by those children making at least expected progress from their starting points. If they start behind, or fall behind, they will narrow and ultimately close the gap.

At Ashton-under-Hill First School we have high aspirations for all our children and believe that no child should be left behind. We aim to develop a thirst for knowledge, a commitment to learning and to give every child in our school every chance in life. We are a small rural school of 92 pupils (July 2026) and for the year 2025-26 approximately 7% of our pupils were in receipt of the Pupil Premium Grant. This is well below national average. Although our pupil premium funding is not a major proportion of our budget, it is a significant amount of money and we are determined to ensure that it is used to its best effect. With this in mind we research the best ways to use this grant and have generally focused on interventions which have been shown to have particular impact e.g. EEF research.

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 school values and ethos ensure disadvantaged pupils are feel welcome and included, and have a sense of safety and belonging within our school community, allowing all children to be able to be present emotionally in the classroom and to engage fully with their learning. Our inclusive pastoral support from staff is targeted, and both teaching and support staff are fully informed about the range of challenge that can be experienced by disadvantaged children.

Whilst disadvantaged children often have a range of barriers to learning we will ensure they feel included and involved in school life, and whilst we will treat them as a vulnerable group, they will be treated with equity and sensitivity within the school community. When making decisions about using the grant we look at common barriers to learning such as support at home, language and communication skills, social and emotional aspects of learning including confidence, attendance and punctuality issues. Complex family situations may sometimes prevent children from flourishing and can present as another significant barrier to learning. We work with families to make sure children get the support they need

The pupil premium plan aims to put in place the resources and training to achieve these aims, ensuring classroom teaching at Wave 1 is of a high standard, continually reviewed and improving, that Wave 2 interventions are based on accurate assessment and are organised, timetabled, reviewed, and evaluated and based on accredited programmes, and that Wave 3 is

personalised to suit the needs of the pupil and is likewise monitored and evaluated. This means the correct training, collaboration and development of staff, the effective recruitment and deployment of key staff and leadership promoting up-to-date best practice when engaging with disadvantaged children. The school engages in wider training, research and partner-working in local networks to ensure current and best practice is adopted.

The overarching aim is to ensure that disadvantaged children fulfil their potential, making progress in line with non-disadvantaged peers, and narrowing any gap in achievement.

Key Principles

- Building belief and a "can do" attitude
- Staff believe that all children can succeed.
- We celebrate individual strengths and have high expectations for all children.
- The school community works hard to develop resilience and perseverance in all our children.

Data Analysis

- Children's progress is analysed 3 times a year. Plans and strategies are reviewed following that analysis to ensure the best possible outcomes for all children.
- We use current research, (Educational Endowment Fund) to support us in planning strategies that will be the most effective in improving outcomes.

Pupil Identification

- All staff are aware of PPG children and other vulnerable groups across the school.
- All Pupil Premium children benefit from the grant.
- The school responds flexibly to the needs of individual children.

Day to Day teaching

- All staff have high expectations.
- Staff follow a robust system of feedback and assessment.
- We aim to maximise teaching time by improving attendance and punctuality.
- We identify barriers to learning and provide early intervention

How do we spend our Pupil Premium Grant?

- The school employs qualified and experienced TAs to allow teachers to teach children individually and in small groups, working on focused targets to boost attainment.

- Funding for emotional support and building confidence and self-esteem through Drawing and Talking therapy.

- Funding for enrichment activities. e.g. after-school clubs, subsidised trips for individual children. Our school values life experiences and our staff and parents appreciate how much the children gain from extra-curricular activities.

- Wrap around care provision – breakfast and after school club

- Additional individual or small group tuition programmes tailored individually for those children who need a boost to their learning, e.g. small group reading, writing or maths interventions.

- TA support for 1:1 work or small groups in maths and literacy.

- We allocate funding flexibly depending on the needs of individual children and their families.

Who is it spent on?

- Pupil Premium (PP) pupils who are under-achieving.

- PP and other vulnerable group pupils who are in danger of underachieving.

- PP and other vulnerable group pupils for whom low attendance is an issue.

- PP pupils who are achieving well and need to be extended and challenged.

Medium Term Analysis of Impact

- The impact of Pupil Premium provision is reviewed termly.

- Analysis of each child's progress and achievement is made termly using the school's tracking system and progress and provision mapping meetings which measure impact and outcomes with both teachers and Headteacher.

Our PPG Report will be updated regularly and reviewed annually. The next review will be in September 2026. More information is available on the Department for Education website

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

Challenge number	Detail of challenge
1	**Mental health and wellbeing** A significant proportion of our disadvantaged pupils continue to present with mild to moderate mental health issues. Some have severe mental health challenges which prevent them from fully accessing the curriculum, concentrating in lessons and building effective long-term memories which may become progress.
2	**Emotional regulation and related behaviour** A significant proportion of PPG pupils require support to manage their emotions and regulate their behaviour. Dysregulation and challenging behaviour presents a barrier to effective and consistent engagement in learning (and subsequent achievement) for both the individual pupils and the wider pupil community.
3	**Pupils struggle to engage meaningfully in learning** Where children have social, SEND or other barriers they often struggle to focus on and get the best from Wave 1 QFT and independent work, resulting in the potential for lower attainment and progress. Mixed year classes for subjects which involve fluency and mastery present a barrier to learning for these pupils.
4	**Multiple Vulnerabilities** **SEND** 29% of all pupils in receipt of the PPG are also being supported on the SEND register. 14% of all pupils in receipt of the PPG have Education Health Care Plans requiring tailored provision and 1:1 support to ensure need is met within mainstream education. **Social Care** 43% of pupils in receipt of the pupil premium have had recent involvement at some level from Children's social care at various levels of need. Many of these children are reliant on support staff and need to build their own independent study skills.
5	**Life experience** Broadening the life experience of vulnerable pupils and enable them to take part in events with their peers including residential trips
6	**Sense of belonging** Enabling all pupils to have access to school uniform including branded items
7	**Basic needs being met** Pupils need access to breakfast club, snacks and milk during school day

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
Staff are well trained and feel more confident in meeting the emotional and well–being needs of pupils. Pupils able to identify their emotional needs and those of others.	Pupils use Yeti strategy and are able to see mistakes as part of the learning process. In all classrooms an area is available for pupils who need time to decompress. Survey data July 2026 indicates that all PP pupils have someone in school to whom they can turn if they need help. Pupils report feeling safe and happy at school. Classes use emotional regulation resources
Accelerated progress in reading, writing and maths among vulnerable pupils.	Pupil progress meetings termly with staff to identify pupils at risk. Interventions in place for all pupils when needed. Dedicated 1:1 and small group work with Teacher / TA. All classes have TA to support teacher. All pupils to make at least expected progress from starting point in year identified by school tracker.
For all children to experience the broad life experience that builds cultural capital and to take a full part in all school activities	All pupils have opportunity to take part in residential trips every 2 years in Year 2,3,4 and 5. All pupils to have opportunity to take part in after school clubs and enrichment opportunities. Record of participation kept.
Pupils provided with healthy breakfast and additional food during school day including milk.	Pupils attending breakfast provision with full access for those with dietary needs. Parents reminded of entitlement to free provision.

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**: £700.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train and deploy TAs to ensure disadvantaged pupils are ready to learn and take advantage of Wave 1 QFT. 1.Pastoral support and care 2.Deal with issues coming into class and make ready to learn 3.Ensure focus, understanding and engagement	TAs and teachers communicate well and work strategically to deliver SEL to vulnerable learners, promoting the school value of Engagement and ensure maximum access to Wave 1 QFT.	1, 2, 3, 4, 5, 6, 7
Enhance and maintain a rich English curriculum designed to meet the needs of disadvantaged learners. 1.Embed writing sequences within English lessons to enhance clear modelled and supported practice and metacognition of the writing process. 2.Continue with direct instruction of reading strategies in KS2 3.Review and enhance phonics provision and offer through collaboration with the English Hub 4 Ensure Mastery approach in Maths is taught daily	Metacognition and self-regulation | EEF +5 months Reading comprehension strategies | EEF +7 Months Mastery learning | EEF +5 months	1, 2, 3, 5
Teach and promote self-regulation and independent learning in the classroom.	Metacognition and self-regulation | EEF + 8 months	1, 2, 3, 4, 6

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

Budgeted cost**: £6258.60**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra TA support in class, including behaviour support 1:1 **£6, 200** **(£246.60)** (KG cost per hour 24/25 £22 25/26 £23.13) *Nessy* **£112**	Teaching Assistant Interventions | EEF +4 months	1, 2, 3, 4, 5, 6, 7

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

Budgeted cost: **£3542.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health Champions additional resources **£350** (shared with PE funding) Whole year group Year 5 contains 50% of PP pupils Drawing and Talking **£2150** **£99** for the subscription	Social and emotional learning | EEF +3 months	1, 2, 3, 4, 5, 6, 7
Breakfast and afterschool clubs, visits and class trips. **£850** Residential **£520** Breakfast club **£2,471.25**	All children will be able to take part in the PGL residential trip, Spring 2026 Y2/3 and Summer 26 Year 4 and. Full participation in all activities on offer at school. Breakfast Club free for all PP pupils and a club each half term fully funded	2, 4, 6, 7
School uniform including new PE shirts **£250** PE shirts **£23.70** 2nd hand uniform but I think parents are still asked for cost will need to check with Nichol	School uniform | EEF EEF is weak for the impact of uniform in isolation.. We encourage the children to look smart, and feel confident and ready to learn. All children will have a smart uniform to wear to school and all feel the same	4, 6, 7
The creation of a space called the Den and quiet zones created in all	Low stimulus environments help pupils to develop self regulation strategies	1, 2, 3, 4, 5, 6, 7

classrooms well resourced for pupils to use to support emotional regulation **£350**		

Total budgeted cost: £ *10,500.60*

Actual spend £ 13322.55

Over spend of £2821.95

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

How do children in receipt of PPG achieve compared with their peers?

Children make progress from their individual starting points. Our PPG cohorts are very small and there is no significant gap between the attainment of children with PPG and their peers. The majority of our children have positive attitudes towards learning and say that they enjoy school (Pupil Wellbeing survey July 2026).

Attendance at our school is very good and this is reflected for most pupils in receipt of PPG. Due to our small numbers 1 or 2 pupils can make a big difference to overall totals.

Attendance for pupils with PPG is 92%. Figures for the whole school

Percentages of Pupils working at ARE Summer 2026

There were no PPG pupils in Year 1 who sat the Phonics Screening Check. 85% of children who took the check passed.

By the end of Year 2 50% of pupils had passed the Phonics Screening Check (PSC), meaning that 50% of that cohort passed. No PPG children re sat the PSC.

Individual year groups not noted as with such small numbers individual pupils can be identified

The school does not have Y6 pupils and so no national data is available.

Each PP pupil = 20%

Reaching expected level	*Reading*	*Writing*	*Maths*
Whole school	76%	66%	77%
PP	60%	60%	60%

All pupils made progress from their starting points 60% made expected progress in relation to age related benchmarks. 20% made better than expected progress in Writing and Maths.

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**
Ensuring service children receive 1:1 pastoral support and access to a TA.
The impact of that spending on service pupil premium eligible pupils
There was a positive impact on our spending on Service pupils with pupils making progress in line with their peers and maintaining at least attainment at ARE in all subjects, some were exceeding .

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
Times Table Rockstars	Times Table Rockstars
Nessy	Nessy
Rock Steady Music School	Rock Steady Music School
Mental Health Champions	Mental Health Champions
Drawing and Talking	Drawing and Talking