

Pupil Premium Strategy Statement

Academic Year 2025/26

This statement details Ashton Hayes Primary School's use of pupil premium funding in 2025/26 to help improve the attainment and wider outcomes of disadvantaged pupils. It outlines the challenges identified, the activity undertaken during the year and the impact of that provision.

School overview

Detail	Data
School name	Ashton Hayes Primary School
Number of pupils in school	135
Number of pupil premium eligible pupils	3
Proportion of pupil premium eligible pupils	2.2%
Academic year covered by this statement	2025/26
Date this statement was published	September 2025
Date reviewed	September 2026
Statement authorised by	Martin Bell, Headteacher
Pupil premium lead	Martin Bell, Headteacher
Governor Lead	James Lutton

Funding overview

Detail	Amount
Pupil premium funding allocation for 2025/26	£3,100
Pupil premium funding carried forward	£0
Total pupil premium funding available	£3,100
Total cost of provision identified within this strategy	£4,613
Additional contribution from the school's delegated budget	£1,513

Note: The school deliberately invested beyond its pupil premium allocation. The full cost of the ELSA provision and spelling development was £4,613; £3,100 was supported through pupil premium and the remaining £1,513 was met from the wider school budget.

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of background or individual circumstance, are supported to thrive academically, socially and emotionally. At Ashton Hayes, the number of pupils eligible for pupil premium is very small. We therefore avoid making assumptions about pupils simply because they are disadvantaged and instead identify individual barriers through assessment, observation, discussion with pupils and families, and our knowledge of each child.

High-quality teaching remains central to our approach. Where a barrier is identified, we aim to respond early and precisely, combining strong classroom provision with targeted support where this is needed. In 2025/26, particular attention was given to strengthening spelling and writing provision across the school and ensuring that pupils who needed support with emotional literacy, confidence and readiness to learn could access trained ELSA provision.

Because cohorts are very small, published percentages and broad comparisons can be misleading and may risk identifying individual pupils. We therefore evaluate impact primarily through individual progress, attainment, engagement, wellbeing and participation, while continuing to maintain high expectations for disadvantaged pupils.

Challenges

The following challenges reflect the barriers identified among disadvantaged pupils during 2025/26. They are deliberately framed around assessed need rather than assumptions about disadvantage.

Challenge number	Detail of challenge
1	Assessment and classroom evidence indicated that some disadvantaged pupils had gaps in early reading and phonics knowledge which could affect fluency and wider access to the curriculum.
2	Assessment, moderation and pupils' work indicated that writing attainment, including spelling accuracy and transcription, was a relative weakness for some disadvantaged pupils.
3	Assessment information indicated that some disadvantaged pupils were not yet attaining as strongly in mathematics as their non-disadvantaged peers and required careful monitoring and responsive classroom support.
4	For some pupils, confidence, self-esteem and emotional regulation could affect engagement, independence and readiness to learn.

Intended outcomes

Intended outcome	Success criteria
Improved confidence, emotional literacy and readiness to learn.	Pupils receiving support demonstrate improved ability to recognise and communicate emotions, use strategies to manage difficulties, engage positively in school and develop greater confidence and independence.
Improved writing and spelling outcomes for disadvantaged pupils.	Disadvantaged pupils make appropriate progress from their starting points. Teaching of spelling is systematic and consistent across classes, and pupils increasingly apply taught spelling knowledge in independent writing.
Improved reading outcomes for disadvantaged pupils.	Disadvantaged pupils make appropriate progress from their starting points in reading and phonics, with additional support provided promptly where assessment identifies a gap.
Improved mathematics outcomes for disadvantaged pupils.	Disadvantaged pupils make appropriate progress from their starting points in mathematics, with teachers identifying gaps and adapting teaching or support in response.

Activity in 2025/26

The following activity was undertaken during 2025/26 to address the challenges identified above.

Teaching

Budgeted / actual cost attributed to this activity: £750

Activity	Evidence and rationale	Challenges addressed
Purchase and implementation of a high-quality whole-school spelling scheme, including staff training to support consistent and effective delivery.	Writing and spelling had been identified as an area requiring improvement. A coherent, sequenced approach, supported by staff professional development, was selected to strengthen subject knowledge, consistency and classroom practice. This reflects the wider evidence base that high-quality teaching and purposeful professional development are among the most effective ways of improving outcomes for disadvantaged pupils.	2

Targeted academic and wider support

Actual cost of ELSA employment: £3,863

Activity	Evidence and rationale	Challenges addressed
Employment of a trained Emotional Literacy Support Assistant (ELSA) to provide targeted support for pupils identified through school assessment, staff observation and discussion with families.	Targeted emotional-literacy support was used where pupils experienced barriers relating to confidence, self-esteem, emotional regulation, social interaction, friendship, loss or other circumstances affecting readiness to learn. Provision was needs-led rather than automatically allocated on the basis of pupil premium status.	4

How the funding was used

Provision	Full cost	Pupil premium contribution / funding context
ELSA provision	£3,863	Funded from the combined pupil premium allocation and wider school budget.
Whole-school spelling scheme and training	£750	Funded from the combined pupil premium allocation and wider school budget.
Total provision	£4,613	£3,100 pupil premium + £1,513 school contribution.

Value for money: Given the very small pupil premium cohort, the school chose approaches that could be targeted to identified disadvantaged pupils while also strengthening provision more widely. This avoided creating low-expectation or separate provision based solely on disadvantage.

Part B: Review of outcomes in 2025/26

Pupil premium strategy outcomes

This section reviews the impact of pupil premium activity undertaken during the 2025/26 academic year.

The pupil premium cohort at Ashton Hayes was very small. It would therefore be inappropriate to draw broad conclusions from percentages or to publish detailed pupil-level outcomes that could identify individual children. Evaluation has instead considered individual starting points, progress, classroom evidence, wellbeing and the quality of provision established across the school.

The school's investment in ELSA provision ensured that pupils with identified social and emotional needs could access structured support from a trained member of staff. This strengthened the school's capacity to respond to barriers such as confidence, self-esteem, emotional regulation and social interaction. The provision was available according to assessed need, including for disadvantaged pupils where appropriate.

The purchase of a new whole-school spelling scheme, together with staff training, established a clearer and more consistent approach to the teaching of spelling. This directly addressed the identified challenge around writing and spelling and provided a stronger platform for improvement beyond 2025/26. As this was an implementation year, the most immediate impact was improved consistency of provision; pupil outcome data will continue to be monitored as the approach becomes embedded.

Reading/phonics and mathematics remained areas monitored closely for individual disadvantaged pupils. Where assessment identified gaps, teachers used adaptive teaching and targeted support within the school's wider provision. Given the small cohort, decisions were made pupil by pupil rather than through a generic intervention for all disadvantaged pupils.

The school spent £4,613 on the two principal strands identified in this strategy, exceeding the £3,100 pupil premium allocation by £1,513. This reflected a deliberate decision to sustain provision judged to have wider value while ensuring that disadvantaged pupils could benefit from high-quality teaching and appropriate emotional support.

Priorities carried forward

- Continue to monitor disadvantaged pupils individually and respond to assessed barriers rather than assumptions about disadvantage.
- Embed the whole-school spelling approach and evaluate its impact on spelling accuracy and independent writing.
- Continue access to ELSA support where assessment identifies social or emotional barriers to learning.
- Strengthen the use of clear baseline, review and impact measures for targeted provision.
- Ensure the 2026/27 strategy is aligned closely with the school's wider priorities for writing, inclusion, adaptive teaching and pupil independence.

Externally provided programmes

Programme / provision	Provider
Whole-school spelling scheme and associated training	Ready Steady Spell / Literacy Counts
Emotional Literacy Support Assistant provision	School-employed trained ELSA