

Pupil Premium Strategy Statement

Academic Year 2026/27

This statement details Ashton Hayes Primary School's planned use of pupil premium funding in 2026/27 to improve the attainment and wider outcomes of disadvantaged pupils.

School overview

Detail	Data
School name	Ashton Hayes Primary School
Number of pupils in school	135
Number of pupil premium eligible pupils	4
Proportion of pupil premium eligible pupils	3.0%
Academic year covered by this statement	2026/27
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Martin Bell, Headteacher
Pupil premium lead	Martin Bell, Headteacher
Governor / Trustee lead	To be confirmed

Funding overview

Detail	Amount
Estimated pupil premium allocation for 2026/27	£6,200 (provisional - final allocation to be confirmed)
Pupil premium funding carried forward	£0
Estimated total pupil premium budget	£6,200
Planned activity identified within this strategy	£5,049
Provisional uncommitted balance	£1,151

Funding note: The allocation is provisional because three pupils have only recently become eligible. The strategy and expenditure will be reviewed when the school's final allocation is confirmed. The uncommitted balance will be retained for responsive, evidence-led support arising from individual pupil need rather than allocated in advance without a clear purpose.

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that disadvantaged pupils at Ashton Hayes achieve highly, participate fully in school life and develop the confidence and independence to succeed. Because our pupil premium cohort is very small, our strategy is rooted in knowing individual pupils well. We do not assume that disadvantage creates the same barrier for every child; assessment, observation, pupil and parent voice and professional discussion are used to identify what is getting in the way of learning and participation.

High-quality teaching is at the heart of our approach. In 2026/27 we are strengthening the quality and consistency of reading teaching and handwriting provision because these have been identified as areas where improved whole-class provision will particularly benefit pupils experiencing barriers. Alongside this, ELSA provision provides targeted emotional-literacy support according to assessed need.

Our wider inclusion work complements, but is not double-funded through, pupil premium. In particular, whole-school development around executive function and metacognition will support pupils who experience difficulties with attention, working memory, organisation, self-regulation and learner independence. Our aim is for pupils increasingly to understand how they learn, recognise what helps them, select appropriate strategies and articulate their needs with growing independence.

We will evaluate impact at individual-pupil level. With only four eligible pupils, percentage comparisons can be misleading and may risk identifying individual children. We will therefore consider progress from starting points, attainment, engagement, independence, wellbeing and participation alongside the quality and consistency of provision.

Challenges

Challenge	Detail of challenge
1 - Reading	Some disadvantaged pupils require consistently strong reading teaching, well-sequenced resources and appropriate challenge to develop fluency, comprehension, vocabulary and engagement. Existing provision was reviewed and replaced with an approach selected specifically to meet the needs of Ashton Hayes pupils.
2 - Writing and handwriting	For some disadvantaged pupils, handwriting, transcription and spelling can create barriers to producing written work that reflects their knowledge and ideas. Consistent teaching and effective classroom strategies are needed to build fluency and reduce unnecessary cognitive load.
3 - Executive function and metacognition	Some disadvantaged pupils experience barriers associated with attention, working memory, organisation, self-regulation and knowing how to approach, monitor and adapt their learning. Developing metacognitive strategies and learner independence is therefore a priority.
4 - Emotional wellbeing and readiness to learn	For some disadvantaged pupils, confidence, emotional regulation, social interaction or wider circumstances can affect engagement and readiness to learn. Timely, needs-led emotional-literacy support can help pupils participate successfully and become increasingly independent.

Intended outcomes

Intended outcome	Success criteria
Stronger reading outcomes and engagement.	Disadvantaged pupils make strong progress from their starting points. Classroom evidence and assessment show improving fluency, comprehension, vocabulary and engagement. Staff

Intended outcome	Success criteria
	implement the new reading approach consistently and adapt teaching responsively.
Improved handwriting and written fluency.	Pupils who experience handwriting/transcription barriers demonstrate improved formation, fluency, presentation and stamina appropriate to their starting points, enabling them to focus more readily on composition and communicate their ideas in writing.
Greater independence through executive-function and metacognitive strategies.	Pupils increasingly understand how they learn, identify strategies and tools that help them, organise and sustain their learning with reduced adult dependence, and can explain what they do when learning becomes difficult.
Improved emotional literacy, confidence and readiness to learn.	Pupils receiving ELSA support demonstrate progress against identified individual outcomes, including confidence, emotional regulation, social interaction and/or readiness to learn. Support is reviewed and adjusted rather than continuing without evidence of need.

Activity in 2026/27

The following planned activity addresses the identified challenges. Pupil premium expenditure is combined with wider school improvement and inclusion work where appropriate, but expenditure is not double-counted across funding streams.

Teaching

Planned pupil premium expenditure: £1,050

Activity	Evidence and rationale	Challenges addressed
Ready Steady Read - £750. Purchase and implementation of a new whole-school reading approach/resources, replacing previous provision and selected specifically to meet the needs of the school.	High-quality teaching has the greatest potential impact on disadvantaged pupils. A coherent, well-sequenced approach strengthens consistency, teacher subject knowledge and access to appropriately challenging reading. Implementation will be monitored through planning, learning walks, pupil voice and assessment.	1
Ready Steady Handwrite - £300. Purchase of the programme and staff training to secure a consistent whole-school approach to handwriting.	For pupils for whom transcription is effortful, greater handwriting fluency can reduce the cognitive demand of recording and allow more attention to composition. Consistent teaching, language and expectations across classes should particularly support pupils who find handwriting difficult.	2

Targeted and wider support

Planned pupil premium expenditure: £3,999

Activity	Evidence and rationale	Challenges addressed
Continue to employ a trained Emotional Literacy Support Assistant (ELSA) - £3,999.	ELSA is a whole-school resource allocated according to assessed need rather than pupil premium status alone. Disadvantaged pupils have benefited particularly from access to support for emotional literacy, confidence, regulation and social interaction. Referrals and provision will be reviewed against clear intended outcomes.	4

Complementary whole-school inclusion activity

Activity	Funding / relationship to PP strategy	Challenges addressed
Develop staff expertise and classroom practice in executive function and metacognition, with a phased approach to learner independence.	Funded through the school's Inclusive Mainstream Fund / wider inclusion strategy rather than charged to pupil premium. It is included here because identified disadvantaged pupils are expected to benefit directly. Impact for PP pupils will be monitored within this strategy, avoiding double-counting of expenditure.	3

Planned expenditure summary

Provision	Planned cost
Ready Steady Read	£750
Ready Steady Handwrite and staff training	£300
ELSA provision	£3,999
Total committed pupil premium activity	£5,049
Provisional pupil premium allocation	£6,200
Provisional balance available for responsive support	£1,151

Use of the provisional balance: The remaining funding will not be committed simply to exhaust the allocation. It will be used during the year where assessment identifies a clear additional barrier and an evidence-informed response, or the strategy will be updated when the final allocation and pupil needs are confirmed.

Implementation, monitoring and review

What we will monitor	How we will know
Reading	Implementation of Ready Steady Read; reading assessment; fluency/comprehension evidence; books/work; pupil voice; progress from individual starting points.
Writing / handwriting	Implementation of Ready Steady Handwrite; handwriting fluency and presentation; writing evidence; teacher assessment; whether transcription is becoming less of a barrier.
Executive function / metacognition	Staff implementation of agreed approaches; pupil voice; ability to identify useful strategies; organisation, sustained attention and independence; reduced reliance on adult prompting where appropriate.
ELSA / wellbeing	Referral information and baseline need; session goals; review/exit evidence; pupil and staff voice; observable changes in confidence, regulation, interaction or readiness to learn.
Overall PP outcomes	Termly review of each disadvantaged pupil across attainment, progress, attendance, wellbeing, participation and access to enrichment, avoiding assumptions based solely on eligibility.

Review points

- Autumn 2026: confirm final pupil premium allocation and individual pupil baselines; check implementation of new reading and handwriting approaches.
- Spring 2027: evaluate emerging impact, review ELSA outcomes and PP pupil independence/engagement; redirect any uncommitted funding where evidence identifies a need.
- Summer 2027: evaluate individual academic and wider outcomes, assess value for money and identify priorities to carry into 2027/28.

Externally provided programmes

Programme / provision	Provider
Ready Steady Read	Literacy Counts
Ready Steady Handwrite	Literacy Counts
Emotional Literacy Support Assistant provision	School-employed trained ELSA