

Pupil Premium Strategy Statement



ASHBURY WITH COMPTON BEAUCHAMP
CHURCH OF ENGLAND (A) PRIMARY SCHOOL

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our vulnerable pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for vulnerable pupils last academic year.

School overview

Detail	Data
Number of pupils in school	47
Proportion (%) of pupil premium eligible pupils	11 Pupils = 23% 2 Service Pupils = 5%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Tim Miller Head Teacher Local Governing Committee Cambrian Learning Trust
Pupil premium lead	Tim Miller
Governor / Trustee lead	Ruth Ash

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	FSM6 £22,725 Service 6 £2,450 PLAC £2,630
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£27,805.00

Part A: Pupil Premium Strategy Plan

Statement of Intent

Ashbury with Compton Beauchamp Church of England Primary School, prioritises high-quality teaching, targeted support, broadening enrichment and supporting well-being to close attainment gaps, improve reading, behaviour and attendance to ensure every child can flourish and succeed physically, mentally, socially and academically.

High quality teaching is at the centre of our approach, with a focus on the core areas where disadvantaged pupils require most support, for example oracy, early reading and key number facts; we know that daily high-quality teaching has the greatest impact on closing the disadvantage gap, but will also serve to benefit all pupils at our school. CPD is based on developing high quality teaching, with a focus on cognitive science; coaching approaches and targeted academic support/interventions.

This year we are enhancing our teaching and learning, through implementing a new strategy which focuses on developing high quality teaching. The aim of the strategy is to use pedagogical approaches and techniques to ensure all pupils, including our vulnerable pupils, become more active participants in all lessons. This will be achieved through lessons being planned to reduce teacher talk through an 'I do, we do, we do, you do' model. To support this, classrooms will be inclusive through use of shared discussion and cold calling in order to raise expectations of participation from all pupils. As part of our implementation, we will model highly effective teaching as part of our CPD offer and provide coaching to enhance high quality teaching across the school.

Our enhanced teaching and learning strategy will also introduce the pupils to 'Super Learning Powers'. This is to reinforce high expectations of our pupils as learners. By teaching our vulnerable pupils the skills they need to be highly effective learners, we aim to increase their self-motivation and participation across the curriculum.

Ashbury with Compton Beauchamp Church of England Primary school, understand that having high expectations for our vulnerable pupils and raising their own expectations allows us to be *United in a Love for Learning* in a school where *we will grow and succeed together*.

As our Pupil Premium strategy underpins our school ethos and vision, our monitoring schedule provides ongoing review of the effectiveness of our strategy and its impact on all of our pupils, with a high focus on our vulnerable pupils. Our ongoing monitoring helps to identify our strengths, but also where we need additional support or rapid improvement to occur.

Challenges

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

Challenge number	Detail of challenge
1 Attainment	In Reading, Writing and Mathematics, the attainment of vulnerable pupils is lower than their peers.
2 Reading	End of year assessments and regular phonics assessments indicate that vulnerable pupils have lower levels of word reading/decoding and comprehension than their peers. A proportion of our disadvantaged pupils speak English as an additional language, and have not received a full Phonics curriculum. Therefore, gaps in knowledge have occurred, which prevents children from being fluent readers.
3 Dysregulation	Our data and observations on behaviour, generally show a disproportionate representation of vulnerable pupils. Many of these pupils lack self-regulation strategies to cope with challenging tasks and situations, which has a negative impact on their learning and behaviour choices.
4 Enrichment	Attendance of after-school clubs and enrichment events and responsibilities show vulnerable pupils are accessing less enrichment opportunities than non-disadvantaged pupils.

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 close the attainment gap between our disadvantaged and our non-disadvantaged pupils in reading, writing, mathematics and phonics by providing high quality and highly effective teaching across the curriculum.	Monitoring of teaching and learning will highlight high-quality teaching and improvement in all curriculum areas. Teachers to embed oracy across the curriculum. Disadvantaged pupils make accelerated progress to achieve aspirational targets in Reading, Writing and Mathematics. Increase % of disadvantaged pupils working at age related expectations. Increase % of disadvantaged pupils achieving standard of national testing e.g. phonics screening, Y4 MTC and Y6 SATs.
For all vulnerable pupils to enjoy school and to have good school attendance.	For our vulnerable pupils to have attendance figures in line with their peers. Whole school attendance of 96%
For all pupils working below the expected standard for reading and phonics to receive high-quality teaching, additional support	Lessons will demonstrate support for all children. A broad universal offer available for all children in school.

and intervention in order to make accelerated progress.	Regular interventions in place for all children working below age related expectations in Reading. Intervention assessments will show children are making good progress and are closing the attainment gap.
Disadvantaged pupils feel they are well supported around mental health and well-being and have improved self-regulatory skills.	Teachers can deliver high-quality teaching and learning with less focus on behaviour incidents in classrooms. Behaviour record will show less disparity between the number of incidents involving disadvantaged pupils compared to non-disadvantaged. Observations and pupil voice will show that children can use self-regulation.
Disadvantaged pupils are being offered and participating in extra-curricular activities. Enrichment opportunities are planned throughout the curriculum; including trips, experiences and visitors.	A broad and balanced curriculum offer, which is continuously monitored and reviewed to ensure our pupils are fully represented and have an enriched experience in school. All pupils are taking part in bespoke curriculum days that offer additional experiences. All pupils are taking part in extra-curricular activities. School trips, including residential trips, are financially supported.

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: £13,632.36

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to focus on developing and enhancing high-quality teaching and learning is available for all children, so that all children can make at least expected progress across the curriculum. CPD achieved through regular visits to lead teachers, daily coaching and weekly team teaching to ensure all children can make at least expected progress across the curriculum.	- One of the most important things we can do to improve pupil outcomes is to continuously develop the quality of teaching and learning. Higgins et al., 2014 - High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. EEF	1, 2
To provide Pupils eligible for Pupil Premium with the	- The average impact of the deployment of teaching assistants is about an additional	1, 2

<p>opportunity for focused group work to take place with a continuous input of quality first hand teaching and learning in order for all children to make at least expected progress across the curriculum.</p>	<p>four months' progress over the course of a year.</p> <ul style="list-style-type: none"> - The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. - Within class attainment grouping has a positive impact, on average, of 2 months additional progress. <p style="text-align: right;">EEF</p>	
<p>Quality CPD, linked explicitly to high-quality teaching for all staff to enhance the learning for all children:</p> <ul style="list-style-type: none"> - Walk Thru - National College - Maths Hub - Little Wandle - Wellcomm Early Language Intervention - NPQs for relevant staff 	<p>If staff have a clear understanding and awareness of some of the barriers to learning, they will be well equipped to support all children on their education journey.</p>	1, 2, 3, 4

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral opportunities and interventions to support families and children regarding their social and emotional needs.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall of four months' additional progress on attainment.</p>	1, 2, 3
<p>To provide WellComm intervention so that pupils have the earliest intervention to support language and vocabulary development, which in turn provides pupils with the tools to articulate themselves and develop self-regulation.</p>	<p>Communication and language approaches typically have a very high impact and increase young children's learning by seven months.</p> <p style="text-align: right;">EEF</p>	1, 2, 3

To provide Phonics support for those not on track in reading.	<ul style="list-style-type: none"> - Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. - Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. - The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. <p style="text-align: right;">EEF</p>	1, 2
Develop targeted interventions to accelerate progress for any pupil at risk of not making expected progress in phonics, writing and Mathematics.	<p>Students who are at risk of underachieving benefit from a combination of small group/1:1 TA support in class. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p style="text-align: right;">EEF</p>	1, 2, 3, 4

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

Budgeted cost: £10,172.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
All children will experience Forest School sessions each week.	<p>Children excel in different areas and children thrive working outdoors. Research shows that taking the classroom outdoors, children:</p> <ul style="list-style-type: none"> - build confidence and independence - develop feelings of empathy for others and nature - improve their physical fitness - learn by experiences - benefit from exposure to manageable risks 	3, 4
Enriched curriculum, e.g. paying for trips, instrumental lessons, additional resources and after school clubs.	Participation in the arts has an impact of 3+ months – EEF teaching and learning toolkit.	3, 4
Educational Psychology support purchased from OCC to meet the needs of students.	Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. + 4 months. Parental engagement + 3 months.	3, 4

Total budgeted cost: £27,805.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data Outcomes 2024/2025

GLD Reception	100% (1 child)
Y1 Phonics	0% (1 child)
Y2 Phonics – Re-take	0% (2 children)
End of Key Stage 1	Reading 0% Writing 33% Maths 33% (3 children)
End of Key Stage 2	Reading 75% 25% GDS Writing 100% 25% GDS Maths 50% (4 children)

Due to our small cohort sizes, this can affect national data comparisons.

100% of disadvantaged pupils attended all school trips and at least one extra-curricular enrichment opportunity.

Data suggests a correlation between negative behaviour choices and disadvantaged pupils, particularly with boys.

Attendance rates for disadvantaged pupils was 94.2%, which is above the 92.2% national comparison and is largely in line with their peers in school at 94.5%.

Intended Outcomes-

All children made either expected or accelerated progress in Reading and Writing, however, in Maths some children did not achieve their targets. Our new phonics scheme and writing scheme has supported this progress particularly with interventions identifying and addressing gaps so that children can build knowledge on solid foundations.

To support Mathematics, two teachers will undertake an NPQ in Mathematics leadership and we will continue to work in collaboration with the BBO Maths Hub. We will also be using Number Stacks intervention to support children to secure gaps in knowledge.

Pupil profiles have been a successful way for adults to prioritise and support all pupils at risk of falling behind their peers and ensure intervention is in place, whether through scaffolding, quality first teaching or through individual/group interventions.

Children have continued to flourish in Forest Schools and have been able to take part in Drawing and Talking interventions. We have also used a mentoring service to support children's mental health and to help them achieve and plan for future dreams and aspirations.

All children have been able to attend enrichment opportunities and all KS2 pupils have learnt how to play the violin. Children have been empowered in roles during whole school performances and through undertaking leadership roles in school e.g. chair of school council, secretary for school council and house captains.