



SAVS Pupil Premium Statement

2025-2026

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	South Ascot Village School
Number of pupils in school	143 (153 in 2024/2025)
Proportion (%) of pupil premium eligible pupils	23 children - 16% (18% in 2024/2025)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jon Corbitt
Pupil premium lead	Carey Kelly
Governor / Trustee lead	Tom Dawson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,845
Recovery premium funding allocation this academic year	£0
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	£34,845

Part A: Pupil premium strategy plan

Statement of intent

At South Ascot Village Primary School, our intent is to ensure that all pupils, regardless of background or starting point, are given the opportunities, support, and high-quality teaching they need to achieve strong academic outcomes and to thrive socially and emotionally. The Pupil Premium funding is used strategically to diminish the difference between disadvantaged pupils and their peers, while raising achievement for all.

- We aim to:
- **Prioritise high-quality teaching** by investing in professional development, effective curriculum design, and early identification of learning needs.
- **Provide targeted academic support** that responds to diagnostic assessment, ensuring pupils receive timely and evidence-based interventions that address specific gaps in learning.
- **Remove non-academic barriers to learning**, including challenges related to attendance, wellbeing, behaviour, and access to enrichment opportunities.
- **Promote equity and aspiration**, ensuring disadvantaged pupils access the full breadth of our curriculum, enrichment activities, and wider school life.
- **Use evidence-informed approaches** to ensure funding is allocated effectively and impact is measured robustly.
- **Work in partnership with families and external agencies** to support pupils' holistic development and long-term outcomes.
- Our overarching intention is to ensure that disadvantaged pupils have the same opportunities to make progress in line with that of their peers, achieving positive academic, social, and emotional outcomes that prepares them for the next stage of education and beyond.

Challenges

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

Challenge number	Detail of challenge
1	Identification of pupils in lower year groups that are not listed as pupil premium - parents are not coming forward as being eligible. Parents are given application forms at the start of the school year and upon entry into school – but they are not always willing to apply.
2	Based on previous data and observations, 43% of disadvantaged pupils, ranging from reception to year 6, have significantly greater difficulties with phonics / reading than their peers. This negatively impacts their development as learners.
3	In years 1-6 - in Reading, Writing and Maths 53% are not achieving ARE at year end. Included in the percentage are 10 children (36%) who are also on the SEN register. (July 2024)
4	At year end, 43% of the children on the PP register have an attendance below 90% An additional 10% of children on the PP register are persistently late.
5	Key children on the PP register find the social aspect of being with other children more challenging. This includes needs that restrict their ability to learn, as well as the social etiquette demands.

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
Increased children being supported on the PP register in the early Years and KS1	Parents are made more aware of pupil premium and the benefits of registering onto it. School is more pro-active in helping parents understand that there is no stigma involved.
Improved phonics results for all pupils in the school, particularly the disadvantaged children - by the end of 2024-2025 school year.	Phonics outcomes by the end of 2027 school year will show that over 80% of children achieve by the end of year 1. It is expected that this increased focus and expectation will have an impact on all disadvantaged children, even though

	future numbers of children in this year group are unknown.
Improved Maths attainment for disadvantaged children by each year end and for each current year	Data from December 2025 assessments pending.
To achieve and sustain improved attendance for all disadvantaged children and a significant reduction in lateness for key children within this cohort.	Every child on the register will display improved attendance percentages, which are sustained over time. Parents of the late attenders will be encouraged and given support to help them.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year 2025-2026** to address the challenges listed above.

Class	Reception	1	2	3	4	5	6	Canopy
Number of PP children	1	1	2	2	2	6	7	2

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 21,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments, including Number Stacks and end of term NTS tests £2500</p> <p>CPD time for all teaching assistants to ensure that teaching of Number stacks is</p>	<p>Standardised tests can provide reliable insights into specific strengths and weaknesses of each child to help ensure they receive the correct additional support through interventions.</p> <p>The current programmes used are: Rising Stars – NTS assessments (Reading) White Rose Maths</p>	3

consistent across the school and that the learning benefits are optimised £2000		
On-going training for staff in Ruth Miskin New Ruth Miskin scheme was purchased for the start of the Autumn term, September 2022. We now have ongoing subscription fees and resources £10,000	There is strong evidence to show that when this programme is used consistently and accurately, a greater percentage of children in KS1 will be able to : <ul style="list-style-type: none"> • Read accurately and fluently • Develop a love of reading • Spell and develop their ideas for writing • Articulate their understanding 	2
Purchase of White Rose Maths scheme £5000	Gov.uk Maths guidance for KS1 and 2	3
Targeted non-academic support for individual children on the PP register £1000	With support, key children are more able to access the curriculum	5
Targeted support at lunchtimes for individual children on the PP register £1000	With support, key children can access and enjoy lunchtimes, building their key social skills	5

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

Budgeted cost: £ 6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for support staff to deliver Nessy, Number Stacks and Ruth Miskin phonics	Previous results have shown that students become more fluent and	

<p>throughout the school year £2000</p> <p>Resources purchased to enable the one-to-one sessions to be fun and engaging £2000</p>	<p>accurate in using their words. It has proved very beneficial to the children who have struggled with phonics and need a sight-read method of learning</p> <p>Vygotsky suggested that effective teaching should be geared towards a learner's 'zone of proximal development' (ZPD). Precision teaching encourages us to be very specific about the material used with the child, ensuring that it is within the ZPD. Precision teaching also draws on Haring and Easton's learning hierarchy which shows us how new learning needs to be fluent before it can be maintained effectively</p>	
<p>Ruth Miskin books to support all children, including the PP group of children who need additional support in reading and phonics £2500</p>	<p>Digital pens are also associated with increased engagement of students with learning difficulties (Doughty, Bouck, Bassette, Szwed, & Flanagan, 2013) and students reported positive perceptions toward using the pens (Bouck et al., 2009; Doughty et al., 2013; Johnson, 2008). Schmitt, McCallum, Hennessey, Lovelace, and Hawkins (2012) reported that students who have greater reading difficulties gain more benefits from using the digital pen.</p>	<p>2,3 2,3,</p>

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

Budgeted cost: £6,845

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on Behaviour management and ant-bullying approaches with the aim of further developing the school ethos and improving behaviour across the school	Both targeted interventions and universal approaches can have positive overall effects	5

Embedding principals of good practice set out in the DfE's "improving school attendance" advice - training and release time for staff to develop and implement new procedures	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence	4
Contingency fund for acute issues	Based on our previous experiences, we have identified a need to set aside an amount of funding to enable us to respond quickly to any need that has not been identified in this document.	All

Total budgeted cost: £34,845

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

ELSA has been imperative for some of our PP children, who still suffer from increased anxiety, often enhanced by parental anxieties.

Results from 2024-2025 end of year assessments are largely unchanged from the previous year –

Reading: 75% - working towards
25% - met

Writing: 75% - working towards
25% - met

Maths: 70% - working towards
30% - met

Projected data for 2025-2026 is showing 60% - working towards and 40% - met.

Through working more closely with parents to reduce persistence absence we are already (November 2024) seeing both reduced late percentages and promising feedback from staff regarding understanding and knowledge retention in core subjects.

A greater emphasis is being placed on providing opportunities to work with children who are working towards the year group curriculum. This has included many more small group sessions and teachers ensuring that when objectives are taught, they place more importance of what the children already know from previous year groups, before moving onto new strategies. This is in addition to quality first teaching from the class teacher that every child receives.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Number Stacks Maths intervention	
Nessy	