

# Naphill and Walters Ash School



## **Pupil premium strategy statement**

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	Naphill and Walters Ash
Number of pupils in school	Dec 2025 275
Proportion (%) of pupil premium eligible pupils	FSM 18 PLAC 3 8 %
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	The review is the last of the first 3 year plan. This is the first year of the next 3 year plan – to be completed 2028.
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Kerenza Gwynn - head
Pupil premium lead	Kerenza Gwynn
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this (financial year Apr 2024/April 2025) academic year	£44,835 Service £28,00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<b>Total budget for this academic year</b>	£72,835
<b>Costs listed below do go across all areas of PP so include service costs</b>	Currently allocated below £69,400

## Part A: Pupil premium strategy plan

### Statement of intent

- *What are your ultimate objectives for your disadvantaged pupils?*

**Academic – we want all pupils to reach the EXS level in reading, writing and maths. Whatever the level achieved, we expect all children to make good personal progress. Reading is a focus for all as we recognise the importance of this for all future success.**

**Speech and Language Support – we ensure all our Yr R and new children in KS1 (and KS2 when needed) are assessed and when identified as needing extra help it is given. We employ a Teaching Assistant trained in Speech Link to assess and support our children needing extra help as there is no external help is provided for these children. The children need clear speech to de-code and to be able to fully voice their views, thoughts and opinions.**

**Social/Emotional –We are providing a great deal of social and emotional support to many of our pupils. We recognise that if the child is not in a safe place emotional to learn then there will be little or no academic success.**

- *How does your current pupil premium strategy plan work towards achieving those objectives?*

**The plan for the next three years will focus on continuing the work delivered over the past three years in reading and writing. We will be using shape coding through KS1 and into LKS2 to focus on sentence structure and there will be time needed for CPD and resources. Phonics and good quality reading will also continue. Amended 25/26 terms of writing we have to implement the recommendations of the Writing Framework which focuses on transcription and spelling. We have identified through internal data that many children are struggling to retain key number concepts and so we will be moving to a new scheme and resources.**

**The plan will have a greater social/emotional focus to ensure our children can learn and the ever complex needs many have are met.**

- *What are the key principles of your strategy plan?*

**Ensure that all pupils and not just disadvantaged pupils receive the support they need – what works for the PP children works for all and allows all to be included.**

**Ensure that the support/interventions we use are based on the needs of the pupils and good quality research.**

## Challenges

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

Challenge number	Detail of challenge
1	<p>Language – baseline data shows a number of pupils starting school with limited spoken language – unable to name common objects, unable to speak in proper sentences, poor use of tenses/grammar etc. This need is not disadvantaged specific but does disadvantage many children. This includes access to books and texts at home as well as support from home with homework and phonics.</p> <p>School evidence shows that many children are unable to apply the complicated grammatical features needed to be EXS at the end of KS2. We have to ensure the sentence structure of all from the outset is solid.</p> <p>Comprehension – linked to above the children's ability to comprehend texts read appears to be decreasing in Yr R and KS1. Books, texts and discussion about the text read and its meaning has to be formally planned in to support many children.</p>
2	<p>Linked to lack of speech is the ability to write coherent sentences, this combined with the many technical aspects of grammar required to be known and used by the children is causing many great concern. We can see the results in their writing in terms of use of language and creativity but there is becoming an increasing issue with the children writing properly constructed sentences.</p>
3	<p>The social/emotional needs of many children and their families' means that school can be the constant in their lives. For those children who have experienced trauma in some form their ability to learn and concentrate in school can be greatly affected. This in turn affects behaviour and can ultimately affect their future education. We are seeing more children with EBSNA needs and an increase in anxiety amongst our children which is affecting their ability to access their learning.</p>
4	<p>Linked to the above statement is the current lack of access to professional external agencies e.g CAHMS, SALT. School staff are trying to support children/families with complex needs and cannot always give them the level of support they need. The lack of professional support means that the children are not always able to learn successfully. School is also trying to fund outside support for key pupils.</p>
5	<p>Ensuring all children can access a full range of experiences offered by the school without impacting on families.</p>
6	<p>Ensuring all children can master and recall number concepts and skills which leads to more fluent application to skills.</p>

## 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
<i>Children leave school meeting age related expectations in reading and writing</i> <i>Challenge 1, 2</i>	Children who receive PP achieve the expected level at the end of Yr 6 in reading, writing and maths. Progress is clear in books and internal data.
Children's vocabulary is extended and is reflected in all areas of their work. <i>Challenge 1, 2</i>	All written work shows wide use of vocabulary. Subject specific vocabulary taught – focused on in planning and teaching. Planning for all subjects highlights key vocab, it is on display, expected in written work. Reading books, texts used chosen for good vocab. Children access good quality texts in guided/whole class reading. Children can access texts from library and teachers promote good texts and importance of reading. New in 25/26 – implement the writing framework and monitor progress in early transcription.
Challenge 4	Children access SALT support and support within the school when identified by Speech Link assessment carried out by school.
Children's social/emotional needs supported so that they can access their learning. <i>Challenge 3,4</i>	Children receive targeted support with specific social/emotional needs e.g art therapy, Mulberry House sessions. 25/26 ELSA and EBSNA support. Children are secure in school.
Children leave our school having had equal and full access to all clubs both free and fee paying, all trips including residential visits. <i>Challenge 5</i>	Parents of disadvantaged children know their child can fully participate in all activities. Children have equal access to clubs, music lessons etc as their peers. No child stands out due to financial or other reasons.
Challenge 6 - Children at key points in their maths achieve the expected level and all have a firm recall and understanding of maths concepts.	NCTEM scheme introduced along with maths meetings. Key concrete resources purchased to give all children a solid understanding of number.



## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted Costs – supply cover for lesson observations, resources including schemes to be purchased.

£700.00 on handwriting and spelling schemes.

£500.00 maths resources

£500.00 supply cover for English and maths leads to monitor lessons, books and attend training

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Good quality teaching of English – phonics, phonically plausible reading books, good quality reading books, shape coding.</p> <p>Using good quality texts as leads into writing and to develop love of reading.</p> <p>Implementing the writing framework especially focus of handwriting and spelling – training and</p>	<p>Phonics approaches have strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged children.</p> <p><a href="https://assets.publishing.service.gov.uk/media/5a7c18d540f0b61a825d66e9/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/media/5a7c18d540f0b61a825d66e9/reading_for_pleasure.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4567506/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4567506/</a></p> <p><a href="https://www.sciencedaily.com/releases/2019/04/190404074947.htm">https://www.sciencedaily.com/releases/2019/04/190404074947.htm</a></p> <p><a href="https://www.gov.uk/government/publications/the-writing-framework">https://www.gov.uk/government/publications/the-writing-framework</a></p>	1, 2

<p>implementing with all staff</p> <p>Training for maths leads so NCTEM scheme can be implemented across the school along with Mastery of Number.</p>	<p><a href="https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1/">https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1/</a></p>	6
-------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---

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

Budgeted Costs Speech Link, ELSA and EBSNA staff £51,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SMEH support, ELSA	<p>Increasing research and in school observations show the growing number of pupils with mental health needs. Schools and children cannot wait three years for CAMHS support and so two staff have been ELSA trained.</p> <p><a href="https://www.elsanetwork.org/elsa-network/evaluation-reports/">https://www.elsanetwork.org/elsa-network/evaluation-reports/</a></p>	5



Speech link assessment and support	<p>The school employs a TA to carry out the Bucks Speech Link assessments on all new Yr R children and any child who arrives at the school where SALT may be identified as a need. Following the assessment weekly sessions of support will be delivered if needed.</p> <p><a href="https://webarchive.nationalarchives.gov.uk/ukgwa/20130321050419/https://www.education.gov.uk/publications/eOrderingDownload/Bercow-Report.pdf">https://webarchive.nationalarchives.gov.uk/ukgwa/20130321050419/https://www.education.gov.uk/publications/eOrderingDownload/Bercow-Report.pdf</a></p>	4
------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---

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

Budgeted cost: Access to art therapy, Woodlands, £16,000

Trips/uniform/clubs - £1,200.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support children attend extra curricular clubs, music lessons and residential costs – funding used to ensure financial impact on parent and so children is not a factor for accessing whole curriculum.	<p>A new study undertaken by the University of Cumbria found that residential experiences had a positive impact on pupils' and that this impact is significantly great for 'vulnerable' pupils.</p> <p><a href="https://insight.cumbria.ac.uk/id/eprint/5345/1/The%20impact%20of%20residential%20experiences%20submitted%20version.pdf">https://insight.cumbria.ac.uk/id/eprint/5345/1/The%20impact%20of%20residential%20experiences%20submitted%20version.pdf</a></p>	5
	<p>Guaranteeing every child the opportunity to participate in certain types of physical activity could support their academic attainment and help to close the achievement gap between wealthy and less-advantaged pupils, new research indicates. University of Cambridge May 2021.</p> <p><a href="https://www.cam.ac.uk/research/news/physical-activity-may-help-to-close-the-wealth-gap-in-school-attainment-by-improving-self-control">https://www.cam.ac.uk/research/news/physical-activity-may-help-to-close-the-wealth-gap-in-school-attainment-by-improving-self-control</a></p>	5
	<p>A range of positive outcomes were identified from participation in after school clubs, including increases in confidence, self-esteem and fitness, as well as providing opportunities for new experiences, socialising and enjoyment. The value of after school clubs for disadvantaged children – Newcastle University 2017</p> <p><a href="https://eprints.ncl.ac.uk/file_store/production/232456/3BDEE6A8-646B-4EE8-B01F-ED0C672C21C6.pdf">https://eprints.ncl.ac.uk/file_store/production/232456/3BDEE6A8-646B-4EE8-B01F-ED0C672C21C6.pdf</a></p>	5
	<p>Improved outcomes have been identified in English, mathematics and science through participation in the creative arts.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	5

<p>Support from Behaviour Support Assistant (BSA) for families and children.</p> <p>BSA will offer a wide range of pastoral care for children and their families.</p> <p>BSA works closely with outside agencies</p> <p>ELSA and EBSNA support</p>	<p>Wider strategies relate to the most significant non-academic barriers to success in school, including behaviour, social and emotional support. While many barriers may be common between schools, it is also likely that specific features of the community each school serves will affect the spending in this category. 'The EEF guide to the Pupil Premium'</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a></p> <p>Mental health and emotional wellbeing has never been as important as it is now. Recent studies suggest that one in six young people have a mental health problem in 2020, rising from one in nine in 2017. Children and young people with mental health problems are more likely to come from disadvantaged backgrounds. 'Supporting children and young people with their mental health and emotional wellbeing' October 2021.</p> <p><a href="https://www.local.gov.uk/publications/supporting-children-and-young-people-their-mental-health-and-emotional-wellbeing">https://www.local.gov.uk/publications/supporting-children-and-young-people-their-mental-health-and-emotional-wellbeing</a></p> <p><a href="https://www.elsanetwork.org/elsa-network/">https://www.elsanetwork.org/elsa-network/</a>  <a href="https://familyinfo.buckinghamshire.gov.uk/education-and-learning/improving-your-childs-school-attendance/emotionally-based-school-avoidance-ebsna/">https://familyinfo.buckinghamshire.gov.uk/education-and-learning/improving-your-childs-school-attendance/emotionally-based-school-avoidance-ebsna/</a></p>	3 and 4
<p>Fund specific support for key pupils e.g. art therapy. Access to quiet spaces and outside garden.</p>	<p>Art therapy is being provided for a number of children who as well as being PP have a range of extra needs and speciality support has to be provided to enable them to receive the support required to improve their mental health and wellbeing.</p>	3, 4

## 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.

#### **IMPACT OF ACADEMIC SUPPORT (End of year internal data 24/25 completed Dec 25)**

##### **Attainment and Progress of Pupil Premium children**

Data shows that children in Yr6 at the end of 2025 (3 children) either met or were close to meeting the expected level in reading, most reached the expected level in maths but most did not in writing. The progress made by all is reflected in internal data and for EHCP/SEND children the progress made was good even if the expected level was not achieved.

24/25 was the first year of this plan and some elements have been added and amended due to external changes and requirements and the school's own internal data and monitoring. The writing framework has been published and this means there will be a greater focus on transcription and spelling especially in Yr R and KS1. Maths and how we teach number in particular has changed this academic year to reflect the growing need to solidify number at the earliest possible stage. Along with the Ofsted focus on the most vulnerable children we need to ensure those children fully benefit from any new schemes, teaching and resources. Phonics results have continued to improve and although one PP child did not achieve the expected score there were other needs and their own personal academic progress was huge. For many of the children their ability to access phonics is hampered by SALT needs and although the school uses the Bucks Speech Link programme where the child's needs are greater there is a lack of external support. However, some of the PP funding is used to employ a TA who can use the speech link programme so all children can be assessed and given targeted support if needed, due to the number of children needing this support another TA will need to be trained. Without this the picture would be very different.

Our reading results continue to be good – the school has invested in training staff to develop a love of reading within the children. The texts we use as a focus for our English teaching are sourced as good quality texts and we ensure the children hear good literature. We have invested heavily in our reading scheme to ensure our LKs2 readers and those in UKS2 benefit from a structured scheme for longer.

In 23/24 we trained two staff on the ELSA training as we recognised that external support services are extremely hard to access. In 24/25 ELSA sessions were given to a number of children, both PP and non PP but many service children have received support. Staff have had training to support EBSNA children and many strategies implemented for these children have been used elsewhere. Key staff in 25/26 have put in place a morning skills group to support several children with PP/service premium to have a smooth transition into school first thing. A club is also run every lunch time to support key children with their difficulties being on the playground.

The Mulberry curriculum ran in 24/25 for the first time for a number of children, majority of whom were PP or service premium. This small group work enabled those children to successfully transition back into larger class settings and to become more able to manage their emotions and behaviour, particularly outside and in unsupervised activities. The curriculum will continue to be delivered and some new children will be joining the sessions.

All children with PP were able to access a full range of extra curricula clubs and fully participate in all trips. The cost was not prohibitive for these families.

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Family Liaison Officer and funding for BSA salary. Both staff are ELSA trained and one is also Mulberry House trained.
What was the impact of that spending on service pupil premium eligible pupils?	<p><b>Mobility and Separation</b></p> <p>All new pupils (not just forces families) receive support when first starting the school from Family Liaison Officer. This means all have 1:1 time during their first few weeks to meet, discuss any rules, systems etc they do not understand or need extra support with. Any issues are picked up and can be addressed with parents and class teachers.</p> <p>Similar support is given when children leave here prior to leaving Yr6. New schools are contacted, visits in some cases are arranged if possible for staff and children. Each child is given the 'exit' part of their Passport to take with them which gives the new school the child's voice about leaving.</p> <p>This ensures each child has support through this stage of their schooling. Work in some cases can be done on the country they are moving too, they can view their new school online and share any thoughts with the FLO.</p> <p>Support has been given by both the FLO and BSA to pupils with additional needs who have moved schools – close liaising with new schools and support has</p>

	<p>ensured transitions have been as smooth as possible.</p> <p><b>Deployment</b></p> <p>Several children also receive extra support due to deployments and other changes in their lives. Children with parents away at Christmas, Mothers/Fathers Days etc are able to make presents and send them to their parents or have them ready for their return. This time also allows them to talk about their feelings and how they are coping with a parent being away.</p>
Additional Support	<p>Both the FLO and BSA give support to forces pupils who do not have the above key areas of need. Several receive extra social/emotional help and help with additional SEND needs.</p>

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

Shape coding is a key area on the SDP this year but we recognise it will take a good year, if not two, for it to produce the in depth knowledge we need to see from the children in their daily writing. CPD for staff has been delivered but will be revisited and monitored.

We have planned to train a second TA to help deliver the Speech Link programme due to the increasing number of children needing extra sessions.