

Pupil premium strategy statement – Aylburton CofE Primary

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	63 (2025-2026) 76(2024-2025)
Proportion (%) of pupil premium eligible pupils	30.1% (2025-2026) 26.7% (2024-2025)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	Nov 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	E Isaac
Pupil premium lead	E Isaac and L Nelmes
Local Academy Committee Lead / Trustee lead	K Rolph

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,690.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£30,690.00

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives (EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions). Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Our observations and discussions with pupils and families have identified an increase in social and emotional issues for many pupils, which particularly affect disadvantaged pupils.
3	Our attendance data shows that over the last 3 years that it has remained steady. Last year (202) 40% of our disadvantaged pupils were persistent absentees compared to 11.4% non-disadvantaged.
4	Writing attainment for all pupils, including our disadvantaged pupils, is an area which needs focusing on with 44% of disadvantaged pupils achieving age related expectation in 2023/24.
5	Reading attainment for all pupils, including our disadvantaged pupils, is an area which needs focusing on with 76% of disadvantaged pupils achieving age related expectation in 2023/24.
6	Cultural capital/ opportunities, to support our disadvantaged pupils to experience enrichment opportunities due to individual circumstances, socioeconomic factors, rurality of location and limited local infrastructure to be a focus

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
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Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Outcomes improving for our disadvantaged pupils.
Sustainment of improved well-being for all pupils in our school, particularly our disadvantaged pupils.	Pupil surveys and pupil voice reflect a positive outlook for well-being. Focused work during 'No Correction without Connection' week, mental health week and on-going positive relationships. Young Minds Matter referrals support pupil's individual needs in a timely manner. Staff all trained to fully support all SEMH needs. Increased uptake of disadvantaged pupils participating in enrichment activities.
To achieve sustained improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance of identified disadvantaged pupils increase. A reduction in the percentage of persistent absentees.
Improved writing attainment among disadvantaged pupils.	Gap will close in the number of disadvantaged pupils achieving ARE or being challenged to achieve GDS, also shown in the progress made.
Improved reading attainment among disadvantaged pupils.	Gap will close in the number of disadvantaged pupils achieving ARE or being challenged to achieve GDS, also shown in the progress made.
Pupils access a wide range of enrichment experiences both in and out of school.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. A range of skills including perseverance and teamwork are developed. Increased attendance in school run clubs. Staff will provide experiences and will nurture and develop individual talents.

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: £19,027

Activity	Evidence that supports this approach	Challenge number (s) addressed
Purchase of standardised diagnostic assessments. On-going training for staff to ensure assessments are interpreted and administered correctly and carefully analysed.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 4, 5
Highly trained teaching assistants will work with small groups and individuals to ensure rapid catch up and keep up, and to ensure progress when supporting with a particular focus on reading, writing, maths and phonics.	High quality support during class lessons so children can keep up and to provide additional support for rapid catch up to close the gaps. Providing pre-teaching activities to support pupils to become successful, independent learners.	1, 2, 4, 5
Ensure that all children have challenge in reading, writing and Maths work set. Staff will provide support through scaffolding, adapting and pre-teaching to ensure all children can fully access all learning.	Pre-teaching enables all children to have a ‘practice run at the skills required for the lesson,’ Miller, 2006, which can build knowledge upon further during the lesson. Vygotsky’s theory is that scaffolding focuses on a student’s ability to learn information through the help of a more informed individual. When used effectively, scaffolding can help a student learn content they would not have been able to process on their own.	1, 4, 5
Improve the quality of social and emotional (SEL) learning. SEL approaches will be used routinely in all educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1, 2, 3, 6

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

Budgeted cost: £3989

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular monitoring through learning walks, observations, book looks, pupil voice and informal feedback. Core subject leaders to monitor and lead this with support from SLT.	Regular learning walks focus on the teaching standards, including that teachers must 'be accountable for pupils' attainment, progress and outcomes'. These allow an opportunity for the subject leaders, along with other SLT members as appropriate, to hold supportive conversations and explore individual children's performance in all subjects. Challenge can be made and suggestions of ways to support progress further. This collaborative way of working ensures no child is left behind. Regular monitoring, where professional challenge and discuss, as well as ensure rigour throughout.	1, 4, 5
Ensure staff are trained in EYFS to deliver Early Years Talk Boost. Train a TA to deliver high quality speech and language interventions, including Language for Thinking. Use Speech and Language Link for formal assessments.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) Early Talk Boost is a targeted intervention aimed at 3–4 year old children with delayed language development, boosting their language skills to help narrow the gap between them and their peers. After Early Talk Boost: • Children make statistically significant progress in their early language development. • On average, children make six months' progress after the nine-week intervention, helping them to narrow the gap between them and other children their age. This is twice the rate of progress of children not having the intervention.	1, 6

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

Budgeted cost: £7674

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Listening Post to continue to support children and families with their social, emotional development and attendance concerns.	Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. (EEF SEL Wellbeing and mental health) There is a substantial body of research evidence to suggest that young people's social emotional and mental health (SEMH) needs have a significant impact on all aspects of their life including their learning and progress through the curriculum, behaviour in school and attendance, further training and employment and general life chances. Children who are disadvantaged will have good attendance. Good attendance increases a child's academic success and improves their chances to earn higher pay in their careers.	1, 2, 3, 6
Continue to reduce persistent absence across the school. Ensure a whole school approach for promoting excellent attendance through whole school strategies & targeted support meetings (esp. for those who with poor attendance history in previous years). Rigorously monitor the attendance across the school, inclusion of groups of pupils (e.g. SEND, PP, different year groups) so that support can be targeted carefully.	The EEF Guide to the Pupil Premium: There is a strong evidence base showing the impact that high- quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.	2, 3
To enhance pupils' cultural capital by providing a breadth of	Studies have shown that children who have opportunities to learn outside of their normal classroom environment	1, 2, 6

experiences including extra curricular clubs, trips, visitors and a world or work week.	make more progress than those that do not.	
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Total budgeted cost: £30,690.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024-2025 Outcomes

- **EYFS** –90% achieved GLD. 20% (2/9) of this cohort are in receipt of PP and 100% got GLD.
- **Year 1 Phonic screening check** – 9/10 (90%) passed. 3/10 are in receipt of PP (30%) and 67% passed their phonic screening
- **Year 2 Phonic re-takes** – 100% (1 PP child) passed

KS1 Optional SATs 10 children with 2 children in receipt of PP.

- **Reading** 8/10 (80%) achieved ARE+. Of those in receipt of PP 50% achieved ARE.
- **Writing** 8/10 (80%) achieved ARE+. Of those in receipt of PP 50% achieved ARE.
- **Maths** 8/10 (80%) achieved ARE+. Of those who were in receipt of PP 50% achieved ARE. .

KS2 SATs 12 children with 4 children in receipt of PP.

- **Reading** 12/12 (100%) achieved ARE+. 4/4 (100%) of those in receipt of PP achieved ARE.
- **Writing** 11/12 (92%) achieved ARE. 3/4 (75%) of those in receipt of PP achieved ARE.
- **Maths** 11/12 (92%) achieved ARE. 4/4 (100%) of those in receipt of PP achieved ARE.

2023-2024 Outcomes

- **EYFS** –78% achieved GLD. 11% (1/9) of this cohort are in receipt of PP and 0% got GLD.
- **Year 1 Phonic screening check** – 11/12 (83%) passed. 1/12 are in receipt of PP (8%) and 0% passed their phonic screening
- **Year 2 Phonic re-takes** – 100% (1 PP child) passed

KS1 SATs 10 children with 5 children in receipt of PP.

- **Reading** 8/10 (80%) achieved ARE+. Of those in receipt of PP 100% achieving ARE +. 20% of these got Greater Depth.
- **Writing** 2/10 (20%) achieved ARE+, of those 1 was in receipt of PP.
- **Maths** 8/10 (80%) achieved ARE+, of those who were in receipt of PP 4/5 (80%) of PP achieved ARE.

KS2 SATs 12 children with 4 children in receipt of PP.

- **Reading** 7/12 (58%) achieved ARE. 3/4 (75%) of those in receipt of PP achieved ARE.
- **Writing** 8/12 (67%) achieved ARE. 2/4 (50%) of those in receipt of PP achieved ARE.
- **Maths** 9/12 (92%) achieved ARE. 4/4 (100%) of those in receipt of PP achieved ARE.

National figures show that in Maths 73% of pupils achieved ARE. Our data shows that both Pupil Premium and Non-Pupil Premium children outperformed compared to national figures.

Attendance

Overall attendance figures in 2024/25 for disadvantaged children was 91.3% compared to 91.5% in 2023/24.

Persistent absent rates for disadvantaged children broadly stayed the same in 2024/25 compared to 2023/24.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils