

Pupil premium strategy statement 2025 - 2028

This strategic statement details our school's use of pupil premium funding to help improve the attainment and outcomes of our disadvantaged pupils, during the academic period of 2025-2028.

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	Aldwyn Primary School
Number of pupils in school	419 (Reception – Y6)
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers.	2025 - 2026 2026 - 2027 2027 - 2028
Date this statement was first published	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Mr C Beaty
Pupil premium lead	Mrs J Clark
Governor / Trustee lead	Mrs J Atherley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132,505
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£132,505

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their starting point and achieve high attainment, across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

At Aldwyn, our curriculum has been designed with the intention to develop the whole child. We aim to inspire our pupils, offering opportunities to enrich their learning experiences. Our aim is for all pupils to succeed in all aspects of their school life in order to drive their future ambitions in life.

Challenges

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

Challenge number	Detail of challenge
1	On entry assessments, observations, direct work with children and professional conversations indicate that many children enter EYFS with speaking and language skills lower than age-related expectations. This is reflected in the EYFS data, with only 40% of pupil premium pupils achieving the EYFS GLD standard, compared to 72% of non pupil premium pupils achieving the standard.
2	Data analysis and observations indicate limited oracy skills, use of vocabulary and comprehension amongst many of our disadvantaged children. Children are not always confident to speak in front of others and do not always have the language to explain or articulate their ideas, or when speaking for a range of purposes.
3	Our assessment and observations indicate that in some year groups, reading, writing or maths attainment of disadvantaged children is lower than that of non-disadvantaged children.
4	Our observations and discussions with families have identified an increase in social and emotional issues. These challenges particularly affect the attainment of disadvantaged pupils. This increase in social and emotional needs of children has a direct impact on children's learning.
5	Disadvantaged pupils generally have fewer opportunities to develop cultural capital enrichment outside school. Lack of cultural capital experiences can create gaps in knowledge, values, experiences and behaviours. More children are exposed to large numbers of screen time, reducing social connections and interactions with others. Our aim is to provide rich opportunities that broaden life experiences, both inside and outside of school, to ensure equity of cultural capital.

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
Improve speaking, listening and early reading outcomes in EYFS.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident in informal conversations, discussions and assessments.
Improved oral language skills, vocabulary and understanding amongst disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident in informal conversations and discussions with pupils, formative and summative assessments.
Improved reading, writing and maths attainment among disadvantaged pupils.	Internal and external assessments will show an increased number of disadvantaged children attaining at the expected standard at the end of Summer 2026.
To achieve and sustain improved mental health and emotional wellbeing for all pupils in school, particularly our disadvantaged pupils.	Children will be able to draw on strategies taught to support their mental health and emotional wellbeing. Children will experience positive enrichment and wellbeing opportunities. Qualitative data from pupil voice, pupil and parental surveys and teacher observations.
To provide rich experiences that broaden pupil interests in and out of school. Our disadvantaged pupils will increase their equity in cultural capital through enrichment experiences.	Increase attendance of disadvantaged pupils at: <ul style="list-style-type: none"> • After school clubs • Lunchtime clubs • Sports competitions • Educational trips and residential stays • Community events

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 cost: £ 33,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Facilitate release time to enable the Reading Subject Leader to improve the delivery of high quality teaching in reading and phonics. Reading Lead to assess, coach and to provide CPD for staff. £8275</p> <p>Engage with the English Hub and Read Write Inc Phonics. Annual programme of CPD, coaching and mentor support. Purchase resources to deliver the programme. £4445</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher, through CPD, is supported in delivering high-quality teaching of phonics and reading is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>EEF High Quality teaching EEF Phonics toolkit EEF Reading Support</p>	1,2,3
<p>Enhancement of our maths teaching and curriculum planning through the whole school use of NCETM Maths Mastery and White Rose classroom resources, CPD and online subscriptions. Teacher release time will be funded to access Maths Hub resources and CPD including Teaching for Mastery training. £6560</p>	<p>DfE non statutory guidance has been produced in conjunction with NCETM which draws on evidence-based approaches.</p> <p>The Education Endowment Fund guidance is based on evidence gathered from successful projects in school.</p> <p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening.</p> <p>EEF Improving maths in EYFS and KS1 EEF Improving maths at KS2</p>	3

<p>EYFS resourcing to meet the need of the new EYFS curriculum. EYFS Leader and EYFS teacher release time for CPD, monitoring and implementing the new curriculum.</p> <p>Enrol on the HFL EYFS Quality Mark programme, working with a external consultant to review provision with a focus on disadvantaged pupils.</p> <p>£13,960</p>	<p>Evidence shows that the gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children's learning in the early years are likely to be important for children from disadvantaged backgrounds.</p> <p>Early Years EEF</p>	1,2,3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 34,088

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One Teacher Assistant employed to deliver Welcomm early reading programmes in EYFS. This will improve listening, narrative, vocabulary and early language for our disadvantaged pupils.</p> <p>Supply cover to enable staff to deliver the REAL project, early language skills for EYFS. Purchase support resources to use within EYFS related to the intervention projects.</p> <p>Release time to be given to teachers and teaching assistants for CPD and planning time to deliver this</p>	<p>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.</p> <p>EEF Oral Language</p> <p>EEF Phonics toolkit</p>	1,2,3

programme to our children. £18,588		
<p>Purchase Reading Plus, the online reading support programme, to support disadvantaged children with their reading development both during school time and at home. £6824.</p> <p>IT resources purchased and loaned to disadvantaged pupils to support home learning. £4076</p>	<p>Phonics and reading approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p>EEF Reading Support</p> <p>EEF: Pupils eligible for free school meals typically receive additional benefits from homework. However, EEF surveys suggest that pupils from disadvantaged backgrounds are less likely to have a working space conducive to learning, have access to devices suitable for accessing learning. Additional homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework and catch up provision.</p>	2,3
<p>Homework and school intervention support before and after school, cost of staffing and resources. £1600</p>	<p>EEF: Pupils eligible for free school meals typically receive additional benefits from homework. However, EEF surveys suggest that pupils from disadvantaged backgrounds are less likely to have a working space conducive to learning, have access to devices suitable for accessing learning. Additional homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework and catch up provision.</p>	3
<p>Purchase of standardised diagnostic assessment tool and related subscription fees. Staff CPD and training to ensure assessments are interpreted and administered correctly. £3000</p>	<p>Standardised assessment tools can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions and teacher instruction.</p>	3

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

Budgeted cost: £ 65,177

Activity	Evidence that supports this approach	Challenge number(s) addressed
To employ a counsellor one day per week from Off the Record to support emotional wellbeing of pupils. £7711	A child's mental health has an impact on their ability to thrive and achieve. The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes There have been many scholarly articles written with regards to the impact of covid-19 on the emotional wellbeing and mental health of children. Findings show that more children are struggling with mental health issues than prior to the pandemic and demand for support and services has greatly increased.	4
Financial support to access a range of onsite and offsite trips and activities to ensure disadvantaged children have shared experiences, enrichment and increase cultural capital. £5785	Wider enrichment provision offers opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. The application of noncognitive skills in the classroom may in turn have a positive effect on academic outcomes – EEF 2020.	5
Financial support to targeted disadvantaged children to offset the cost of the Year 6 Residential trip. £1200	Wider enrichment provision offers opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. The application of noncognitive skills in the classroom may in turn have a positive effect on academic outcomes – EEF 2020.	5
To buy in a specialist Forest School teacher to work with all disadvantaged pupils, in all years groups throughout the year. This will increase pupil confidence, communication, teamwork, problem solving and health life experiences. £28,800	Outdoor adventure provision offers opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. The application of noncognitive skills in the classroom may in turn have a positive effect on academic outcomes – EEF 2020.	4,5

Financial support to enable targeted disadvantaged pupils to access breakfast club & after school club. £2600	Pupils benefit from the wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits such as improved attendance and engagement. Physical activity – EEF	3,4,1
Financial support to enable pupils to wear the correct school uniform and PE kit. £470	Wearing school uniform can help to improve the ethos and behaviour of school pupils. School uniform – EEF	4,5
Various interventions provided by skilled Teaching Assistants in English and Maths. This is evident in all fourteen classes from EYFS to Year 6. A proportion of the pupils who receive interventions are disadvantaged. £14,054	Aldwyn has effectively used Teaching Assistants in school to deliver interventions in English and Maths. This includes phonics based interventions, speech and language, maths and reading. Teaching Assistants will also provide support, including support to disadvantaged children, in lessons throughout the day. Teaching Assistant Interventions EEF Phonics and reading approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. EEF Phonics toolkit EEF Reading Support Reinforce calculation knowledge, address gaps then apply in context by teaching strategies for problem solving. Improving Mathematics in the Early Years and Key Stage 1 EEF Improving Mathematics in Key Stages 2 and 3 EEF	1,2,3
Specialist musician (Front Row Music) will provide instrumental tuition. £3465	Children who access pupil premium will have the opportunities to experience high quality music tuition and the opportunity to learn an instrument, developing culture capital.	5
Purchase revision and home learning resources to support disadvantaged children whilst learning at home. £1092	Evidence suggests that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have a access to a device suitable for learning. They may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.	3

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.

At Aldwyn Primary School we strive to meet the individual needs of each pupil. We recognise that some pupils need additional support to achieve their full potential, others need challenge and extension. We have used our disadvantaged funding to enable us to enhance our provision, to help meet the educational, wellbeing and cultural needs of our children.

Overall Outcomes 2024 - 2025

Year 6

Subject	Pupil Premium Pupils	Non Pupil Premium Group
Reading	78%	79%
Writing	79%	81%
Maths	78%	83%
SPAG	78%	79%
Combined	75%	79%

Year 4 Multiplication Check

	Pupil Premium Pupils	Non Pupil Premium Pupils
Full Marks	32%	66%

Year 1 Phonics Screening

	Pupil Premium Pupils	Non Pupil Premium Pupils
Phonics Pass	80%	86%

EYFS Good Level of Development

	Pupil Premium Pupils	Non Pupil Premium Pupils
GLD Pass	40%	72%