

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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 | Aldingbourne |
| Number of pupils in school | 214 |
| Proportion (%) of pupil premium eligible pupils | 12% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2025 / 2026 (2025 /2028) |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | September 2027 |
| Statement authorised by | Headteacher |
| Pupil premium lead | Liz Webster |
| Governor / Trustee lead | Bex Peters |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £ 35.860 |
| 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 | £ 35,860 |

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF (*Education, Endowment, Foundation*).

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, behaviour difficulties, emotional health and well-being issues, social skills and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff and support staff are fully aware of the needs of all children within the school and what they need in order to make progress and bridge any gaps that may have occurred in their learning.

At Aldingbourne School we ensure that teaching and learning opportunities meet the needs of all the pupils and that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

However, in making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged, equally, we also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Therefore, we allocate the Pupil Premium funding to support any pupil or groups of pupils the school has identified as being socially disadvantaged. At Aldingbourne School Pupil premium funding is allocated following a needs analysis which will identify priority classes, groups or individuals.

Key objectives for disadvantaged pupils at Aldingbourne School are based around outcomes and social skills. By providing targeted support we intend:

- pupils to make expected or better progress from their starting point.
- pupils to reach age related expectations by the end of year 6
- pupils to develop confidence in social interaction and communication

These objectives will be achieved through the following initiatives and support

- Ensuring every class has at least 3 members of staff in all maths and literacy sessions so targeted support can be given to small groups.
- To provide weekly 'Catch Up' sessions based on previous learning. This support will be provided by the class teaching assistant offering continuity and consistency to the identified children
- 1 to 1 support before school to target the gaps in the learning.
- 1 to 1 support within the school day to focus on recapping on previous learning objectives.
- Daily phonic support in KS 1. 1'Oclock club will focus on filling the gaps in phonics learning
- Daily reading support to develop fluency and comprehension skills
- Designated speech and language support identified by SALT
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote Aldingbourne values and thus enhance learning.
- Each class allocated a full-time learning mentor / teaching assistant to support vulnerable children at key transition times of the day. For example the start of the day, play-time, lunch-time.

This list is not exhaustive and will change according to the needs and support of our disadvantage and vulnerable pupils.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Weak speech and language skills |
| 2 | Ability to concentrate and retain information |
| 3 | Social communication skills |
| 4 | Self-confidence |
| 5 | Support from home |

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 |
|---|---|
| Children to make expected or better progress based on starting point at the beginning of each academic year. | Children will make expected or better progress year on year and this will be evident in the work they produce |
| Children to meet or exceed year group expectations. Children in year 6 to reach age related expectations by the end of year 6 | Children meet or exceed the year group expectations in RWM Children will reach the ARE by the end of year 6 in RWM |
| Children to be confident in communicating with their peers and adults | Children will confidently interact with their peers and teachers at different times of the school day. For example carpet sessions, during small group work, saying hello in the morning, discussing how they are feeling throughout the day. |
| Children to develop social skills that will allow them to confidently build relationships with their peers and adults in the school setting | Children will build friendships / relationships that last over a sustain period of time. Children will be able to function at play-time / lunchtime without adult intervention |

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: 5,200

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Various training for teaching assistants in each phase EYFS KEY STAGE 1 KEY STAGE 2</p> <p>£1000</p> | <p>Higher % of children have entered school with varying issues that relate to...</p> <ul style="list-style-type: none"> speech & language hearing mobility physical Social and emotional difficulties <p>This has an impact on their ability to read and write successfully. It limits their communication with peers and adults.</p> <p>In KS 1 we have a higher % children requiring speech and language support. As a result of Covid 19 children have not been supported by the SALT and have fallen behind. Intervention is needed to bring children up to speed with their speech and language skills</p> | <p>1</p> |
| <p>Staff CPD Observation week to focus on quality of teaching and support teaching.</p> <p>SLT released to work with staff / support staff</p> | <p>SLT to work with teachers to unpick what is effective teaching.</p> <p>Teachers to observe their class teaching assistants in support work. Training afternoon to offer feedback and improve support work being offered</p> | <p>1,2,3 & 4</p> |

| | | |
|--|---|-----------|
| £1000 | | |
| Staff CPD £1200 (National College) | High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. | 1,2,3,4,5 |
| SENCO additional day SEND coordinator to work closely with outside agencies accreditation Allocated 1.5 day a week to support children and staff £2,000 | SEND coordinator more experienced to identify the needs of all the children and how we can best support them. As a school we have a higher % of SEND & PP children so it is crucial that we develop the expertise within the staff | 1,2,3,4,5 |

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

Budgeted cost: £26,150

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| 1 to 1 support <i>Several children receive 1 to 1 support before school to help them fill gaps in maths and spelling.</i> £3500 | These identified children struggle with retention of information so over learning of skills will help them in the classroom setting This session is very focused and builds on skills taught the previous day or over time. Maths and spelling strategies are the main focus. The children who have received this support have made better than expected progress and are now working within their curriculum | 2, 4 |
| Small Group Work £3340 | According to the EEF evidence consistently shows that small group work has a positive impact on children's learning. In each literacy and numeracy session we offer small group work that allows | 2, 4 |

| | | |
|-------------------------------------|--|---------|
| | learning to be targeted to specific children. | |
| Small Group Support Work £5,730 | <p>This is similar to above but happens outside the classroom.</p> <p>Evidence shows that overlearning of concepts helps children to retain information. Small support group work is very powerful and is a key strategy to filling the gaps in children's learning.</p> <p>The support is given by the class teaching assistant. The class teacher identifies the children and plans specific work to help fill the gaps in the learning.</p> | 2, 4 |
| Learning Mentors £5820 | <p>Transition throughout the school day can be very difficult times for children. We have several children who need support settle at the start of the school day and after play / lunchtime.</p> <p>The involvement of the learning mentor is very powerful as the support gives the children the opportunity to self-regulate and talk through any issues that may have arisen during transitions. A simple chat can help them self-regulate and prepare them for the next lesson.</p> | 2, 3, 4 |
| Reading Recovery Sessions £7,860 | Evidence shows that children who read regularly become better readers and in turn this helps improve their spelling and writing. Some children never read at home and progress is limited. The Reading Recovery sessions are aimed at children who receive limited reading support at home and whose reading progress is slow. | 2, 4, 5 |

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

Budgeted cost: £ 4500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Teaching Assistant will work with vulnerable pupils to ensure they can access learning</p> <p>Lunchtime Support to provide high quality interaction so children feel they can communicate and build relationships with peers £1500</p> | <p>Evidence shows that children's interaction during carpet sessions can be limited so interaction / questioning with an adult can support the learning. We use TA during carpet sessions to help and support learning</p> <p>Some children struggle during playtime with interaction / social skills. As a school we provide a support member of staff to work with and offer guidance to those children who struggle to communicate / socialise with peers</p> | <p>2, 4</p> <p>1, 2, 3, 4</p> |
| <p>HEALTH & WELL-BEING Priority for the year to encourage children to talk about concerns and worries</p> <p>Staff & T.As to attend First Aid Health and well-being course (3 days)</p> <p>INSET training to implement initiatives from the course. £3000</p> | <p>Recent evidence shows that more younger children are struggling with their mental health and they are been given a platform to talk / discuss their worries.</p> <p>As a school we would like to run lunchtime 'Time to Talk' clinic for any pupils who require support.</p> <p>Introduce parent workshops to discuss worries / concerns parents may have about their child's well-being</p> | <p>5</p> |

Total budgeted cost: £ 35,850

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 2023 to 2024 academic year.

At the end of the academic year we carry out assessments which consist of optional tests, phonics screening, in-house assessments in reading, writing and maths. These assessments are based on their attainment and we assess the children as being 'Secure', 'Working Within' or 'Working Towards' the age related expectations. Below we have identified the outcomes for the PP children in the academic year 2024 to 2025

| | READING | WRITING | MATHS |
|-----------------|-----------------|-----------------|-----------------|
| SECURE | 70% (16 pupils) | 74% (17 pupils) | 74% (17 pupils) |
| WORKING WITHIN | 22% (5 pupils) | 18% (4 pupils) | 22% (5 pupils) |
| WORKING TOWARDS | 8% (2 pupils) | 8% (2 pupils) | 4% (1 pupils) |

In reading, writing and maths data shows a slight dip in all 3 areas on last year's scores for all PP children. This is a direct result of the year 6 PP data. The 3 PP children in year 6 have struggled this year with mental health issues and did not reach their predicted outcomes. We also have 2 children who are working towards in RWM. One child has significant speech and language difficulties and this has hindered their progress in reading and writing. This child will continue to receive lots of targeted support but it is unlikely that this child will meet by the end of year 6. The second child joined us in year 4 and has lots of gaps in his learning. Homelife is also challenging and so his ability to focus and learn depends on what is happening outside the school setting. This child requires and receives 1 of 1 support. Both children have lots of social and emotional needs and PP funding helps to provide support for them.

61% of all PP children have met in RWM which is a 7% dip on last year's data.

We measure progress year on year based on each child's starting point. Each term teachers moderate the work and make judgements on the progress that has been made and whether children are 'Secure', 'Working Within' or 'Working Towards' the age-related expectations. Below we have identified the progress made for the PP children at the end of the academic year 2024 to 2025

| | READING | WRITING | MATHS |
|-------------------------------|-----------------|-----------------|-----------------|
| NO PROGRESS | | | |
| STEADY PROGRESS | 9% (2 pupils) | 13% (3 pupils) | 9% (2 pupils) |
| EXPECTED PROGRESS | 9% (2 pupils) | 5% (1 pupils) | 0% (0 pupils) |
| BETTER THAN EXPECTED PROGRESS | 82% (19 pupils) | 82% (19 pupils) | 91% (21 pupils) |

YEAR 6 PP DATA - 3 Children

| | READING | WRITING | MATHS |
|---------------|------------------|------------------|-------------------|
| NOT EXPECTED | 66% (2 Children) | 34% (1 Child) | 100% (3 Children) |
| EXPECTED | 34% (1 Child) | 66% (2 Children) | |
| GREATER DEPTH | | | |
| TOTAL | 34% Expected | 66% Expected | 0% Expected |

As a school disadvantaged pupil make similar progress to non-disadvantaged children. This year we have been really disappointed with the progress and attainment made by all PP children. The three children in year 6 have received lots of support but struggled to meet the expected level.