Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Aldborough Primary School, Norfolk
Number of pupils in school	126
Proportion (%) of pupil premium eligible pupils	12.6%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-27
Date this statement was published	
Date on which it will be reviewed	9.2.26
Statement authorised by	Curriculum Committee
Pupil premium lead	Helen Bearman
Governor / Trustee lead	Georgia Withers (finance) Rebecca Smith (impact)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,530
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 1405
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	£ 33,935

Part A: Pupil premium strategy plan

Statement of intent

Our School Vision

• To enable all young people to develop and achieve their full potential, regardless of background or barrier.

• To develop a love of lifelong learning, specifically reading for pleasure, fostering enjoyment in coming to school.

• To encourage all pupils to be resilient, responding positively to challenge, developing a ‘can do’ approach to life.

• To support social and emotional understanding, enabling children to develop caring, respectful relationships.

• To broaden the experiences of disadvantaged children.

• To identify all possible barriers to children’s learning, taking swift action to support and remove the barriers.

• To systematically track progress and attainment of pupils eligible for funding, reviewing the impact of actions to ensure that they are appropriate.

• To ensure that the attainment gap between our small group of disadvantaged children and non-disadvantaged children is diminished.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

• Ensuring a ‘quality first’ teaching approach in every class

• To do everything we can to close the attainment gap between disadvantaged pupils and their peers

• Providing targeted academic support for pupils who are not making the expected progress

• Addressing non-academic barriers to attainment such as attendance, behaviour, mental health and adverse childhood experiences/trauma

• Ensuring that the Pupil Premium Grant reaches the pupils who need it most

Challenges

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

Challenge number	Detail of challenge
1	Some pupils have social and emotional issues which impact on their well-being. They are, therefore, not always emotionally ready for learning and focusing in lessons.
2	Limited vocabulary and poor speech and language skills impact on learning, (particularly reading) gaps in prior knowledge, and results in children not yet working at expected levels for their age.
3	Lack of regular routines including those which give a settled start to the school day and those which support home reading and having the correct equipment in school.
4	Not all children are reaching age related expectations in core subjects and some children could be challenged to reach greater depth
5	Attendance and punctuality of these pupils is not always in line with their peers.

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
Pupils can access learning in class because their emotional and self-esteem needs are met. Pupils are ready to learn in class without the need for intervention to ensure they are organised and on task. They can focus on learning and achieving knowing that their emotional worries and concerns are listened to and that they are supported effectively.	All children accessing the curriculum whilst demonstrating excellent behaviour for learning. Learning behaviour monitored through SLT and pupil voice.
Accelerating pupil progress and ensuring pupils are provided with the relevant teaching and learning resources to enable them to return to expected levels and make good progress in line with their peers.	Progress data, book looks, learning walks and statutory test results being in line with national and local averages of children attaining Age Related Expectations.
Gaps in learning (specifically reading) are identified and targeted teaching/intervention support teaching to	Progress data, book looks, learning walks and statutory test results being in line with national and local averages of children attaining Age Related Expectations.

those gaps. Formative assessment will show gaps being addressed.	
Breakfast Club utilised to support wraparound care, provide nourishment before learning and support attendance. All children have a sense of pride in coming to school.	Reduction in children arriving late and improved attendance records. Pupils have the opportunity to eat a healthy breakfast prior to the start of the day and to interact positively with their peers.

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: £10,946

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Cover pay + Supervision for ELSA (yearly subscription)	The EEF states that training staff who deliver small group support is likely to increase impact. £300 for ELSA supervision	1 leading to improvement in 2 and 4
Retention of experienced LSA to provide ELSA /1: 1 support 3 afternoons per week + Early communication 6 hours per week.	The EEF report on Making Best Use of TAs shows the importance of having experienced TAs working with the children. £7,496	1 leading to improvement in 2,3,4,5
VNET yearly membership to support quality first teaching and support for all teachers and LSAs.	Yearly CPD access for staff on how to incorporate cognitive science strategies into group work/ teaching and to focus on closing the gap for the disadvantaged children. The EEF states that training staff who deliver small group support is likely to increase impact. £2950	4
Purchase of Walk Thru CPD Programme	Training and mentoring of all teachers in use of cognitive science strategies. In line with EEF which states that it is important that learning activities are matched to learners' current stage of development, so that it extends their learning and supports the curriculum. £200	4

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

Budgeted cost: £15,163

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention programmes for individual children (3 x TAs)	The EEF report on Making Best Use of TAs shows the importance of having experienced TAs working with the children. £11,337	1 and 2 and 4
Synthetic Phonics Resources Catch up Phonics programme – Annual subscription	Group phonics programme to support early reading catch up and confidence. £750	1 and 2 and 4
TA targeted catch up support (PLAC) 1.1 + small group *(5 hours)*	See EEF Making Best Use of TAs. Small group work and 1 to 1 increases knowledge and boosts confidence in less able and disadvantaged pupils. As confidence improves so does behaviour for learning. £2576	1 and 2 and 3 and 4 TA employed for 2 additional afternoons support classroom intervention/ reading/ phonics specifically linked to PLAC child.
Maths Seeds Intervention programme.	Individual and small group intervention programme. Closing the gap activities for Maths. £200	1 and 4
Phonics Bloom	Individual and small group intervention programme. Closing the gap activities for Phonics. £100	
Talk Through Stories intervention programme.	In line with the EEF which states that it is important that language activities are matched to learner's current stage of development so that it extends their learning and supports the curriculum. £200	2 and 4

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

Budgeted cost: £7,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club/Nurture. Free access to extended school. Staff hours	The CPAG report 2018 highlights the importance of allowing "childcare and enrichment activities to take place in a trusted setting." £3316	1, 3 and 5 which leads to improvements in 2 and 4

ASC attendance for 4 children.(including 2 snacks and all activities)	The CPAG report 2018 highlights the importance of allowing "childcare and enrichment activities to take place in a trusted setting." £300	3 and 5
Music tuition x6	EEF states that participation in the arts can have a positive outcome on academic outcomes in other areas of the curriculum in addition to increased well-being. £1,404	1 leading to improvements in 4
Breakfast club food and healthy snacks and resources	The evidence for providing a healthy balanced meal for children is discussed in the government's report School Food in England £600	1,3 and 5 which leads to improvement in 2 and 4
ASC resources	The CPAG report 2018 highlights the importance of allowing "childcare and enrichment activities to take place in a trusted setting." £250	1, 3 and 5 which leads to improvements in 2 and 4
Extra-Curricular Clubs for PLAC child	The CPAG report 2018 highlights the importance of allowing "childcare and enrichment activities to take place in a trusted setting." £300	1, 3 and 5 which leads to improvements in 2 and 4
Advice and support from Family Support Worker provided from Trust	There is a wealth of evidence of the benefit of specialist nurture care and time from the Anna Freud Mentally Healthy School's website and The Ormiston Trust "A student's self-esteem has a significant impact on almost everything they do -- on the way they engage in activities, deal with challenges, and interacts with others. Self-esteem also can have a marked effect on academic performance. Low self-esteem can lessen a student's desire to learn, their ability to focus, and their willingness to take risks. Positive self esteem, on the other hand, is one of the building blocks of school success; it provides a firm foundation for learning." Dr Kenneth Shaw £950	1 which leads to improvement 2, 4 and 5

Support for PP children to take part in enrichment trips.	Being in new surroundings and trying new things can help to boost students' confidence levels. This can be particularly beneficial for students who are shy or lack self-confidence. £100	5

Total budgeted cost: £33,329 (Carry forward £606 for Spring 2026 review)

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.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring a 'quality first' teaching approach in every class
- To do everything we can to close the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, mental health and adverse childhood experiences/trauma
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most

IMPACT

30% of Pupil Premium children accessed Nurture support while a further 25% accessed specialised 1 to 1 support from the SEMH team. All children in school accessed additional Forest School sessions to support their independence and confidence. 6 children were supported in their access to FS with warm winter coats. 3 children were supported financially to go on their trip to Eaton Vale. 85% of our PP children were provided with new school sweatshirts as part of the re-introduction of school uniform. 15% of our Pupil Premium children received specialist SEMH support to help them with the transition to High School. 1 of our Pupil Premium children received 1:1 specialist therapy throughout the year from a specialist counsellor to help with bereavement support and self-actualisation. 30% of our PP children were supported through talking and drawing therapy.

Our Pupil Premium grant was used to update our school ELSA in talking and drawing therapy and to support her continuing supervision. 30% of our PP children accessed her support as did some of their parents. She was supported by the SEMH team from AHS. The well-being support that they both offered was invaluable and supported their attendance which was on average 94.91%

Specific support from the SEMH team was given on a 1 to 1 basis to those children who had experienced child hood trauma which included PLAC children. 35% of our PP children also accessed individual instrumental music lessons to further support their well-being and interests. 80% of our PP children were funded to take part in after school activity enrichment clubs encouraging them to develop their own interests and hobbies.

55% of Pupil Premium children accessed the Breakfast Club to provide a settled start to the day. In order to support attention span and concentration in class, breakfast and healthy snacks were provided for children. We worked alongside the North Norfolk Food bank to improve our resources and equipment for Breakfast Club which included a smoothie maker for the children to use to support their nutritional intake. Teachers reported seeing a marked improvement in the children's concentration levels and punctuality. The majority of PP children continue to use Breakfast Club. Christmas food parcels were provided to 4 of our PP families who needed them and vouchers were issued during holiday periods to support families. 65% of our PP children accessed After School Club which enabled them to have 2 snacks before home time and a range of activities including outdoor activities.

Additional TA support was given to support reading and communication skills for more disadvantaged children. The Little Wandle programme along with additional 1:1 reading sessions were embedded for individual children to support 'keeping up' in phonics. Sound Discovery was taught as an intervention to KS2 children to support 'catch up' in phonics. Data suggested that children made good progress if these 2 schemes were followed closely. PP children received extra support in small group discussion work, using some techniques from social stories to support their contributions. The impact of this was clear and continues to be consolidated with PP children.

Number Stacks was utilised in maths in KS2 to highlight gaps in learning and support was given in small groups or 1 to 1 to accelerate learning. 100% of the PP children in year 6 gained expected level or above in the end of KS2 SATs maths papers.

Our Pupil Premium grant was also used to support CPD for teaching staff. This was in relation to EYFS and talking and writing plus the use of cognitive science strategies in quality first teaching. All of our Pupil Premium children benefitted from additional support in their speaking and writing using the skills developed in this CPD.

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	www.numberstacks.co.uk
Maths Seeds	www.mathsseeds.co.uk
Power of 2 maths	www.123learning.co.uk
Kapow	www.kapowprimary.com
Sound Discovery	Syntheticphonics.net
Little Wandle Phonics Programme	www.littlewandlelettersandsounds.org.uk
Phonics Bloom	www.phonicsbloom.com

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.