

Pupil premium strategy statement 2025/2026

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	Aberford CE Primary
Number of pupils in school	96
Proportion (%) of pupil premium eligible pupils	17% (16 children)
Academic years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	N Crossley
Pupil premium lead	N Crossley
Governor / Trustee lead	E Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,200
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	£30,200

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using the Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties 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' approach.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure 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.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive a free school meal will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support and pupil or groups of pupils the school has identified as being socially disadvantaged. Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited finding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- Due to the school managing a very small budget where the a very small difference in pupil numbers can affect the budget greatly, we have made the decision to plan the Pupil Premium strategy one year at a time, rather than produce a three-year plan.

School Context

Aberford CE Primary School serves a small and rural village community and most children who attend live in the village, with roughly 10% travelling from a further area. The LSOA in which the school is located is ranked 24969 out of 32,844, meaning that deprivation is low in most household for families. The percentage of children eligible for Pupil Premium has risen in recent years but remains lower than the national average.

Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils

Achieving these Objectives

The range of provisions considered for this group include:

- Reducing class sizes in maths by using an experienced and well trained person to deliver maths lessons to half the class so that children can be taught maths in single aged groups, rather than mixed age classes.
- Providing trained and experienced LSAs to deliver Little Wandle intervention groups, including fluency after phonics.
- 1-1 support for some children to deliver specific interventions where needed
- Support for educational visits and residential trips where needed
- Supporting vulnerable families with attendance by offering free or subsidised breakfast club places.

Challenges

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

Challenge number	Detail of challenge
1	Low mathematics skills on entry. Disadvantaged children have limited opportunities to use and apply mathematical concepts. Average scaled scores in mathematics for KS2 in 2025 were 94 for disadvantaged pupils compared to 107 for non-disadvantaged pupils.
2	Weak language and communication skills and fine motor skills on entry for disadvantaged pupils.
3	Attainment in Reading at the end of KS2. Standardised scores in reading in 2025 were 95 for disadvantaged pupils compared to 108 for non-disadvantaged pupils.
4	Some disadvantaged families continue to show a trend of patterns of non-attendance.
5	Pastoral Need – rise in number of children struggling with anxiety related issues or SEMH needs

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
Improved mathematics attainment for disadvantaged pupils at the end of KS2.	Achieve improved attainment in Mathematics for disadvantaged children. Scaled scores increasingly in line with non-disadvantaged pupils.
Improved reading attainment among disadvantaged pupils by the end of KS2	Improvements in attainment in Reading by the end of KS2. Scaled scores to be closer to non-disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance of disadvantaged pupils is in increasingly in line with non-disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Children with anxiety and SEMH issues attend school regularly. Raised engagement and participation in enrichment activities and opportunities.

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

Budgeted cost: £17711

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Experienced HLTA to deliver maths lessons to KS1 and KS2 to enable small class sizes and single year group teaching.</p> <p>Leadership release time for the assistant headteacher and will continue to line manage middle leaders and subject leaders to ensure quality first teaching is maintained throughout school.</p>	<p>Evidence from EEF shows that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using a qualified teacher here allows small group first quality teaching without creating an artificial separation from whole class teaching.</p> <p>According to the EEF, half of all time, energy and resources should be invested here.</p> <p>Evidence and practice reviews EEF</p>	1, 2, 3

<p>Ongoing associated costs to resource and train staff in the effective implementation of the reading fluency scheme.</p> <p>Cover costs to allow the reading leader to attend year long programme of improving reading fluency in S2 with eth Yorkshire Endeavour English Hub</p>	<p>High quality CPD is essential to follow EEF principles. This is followed up by staff meetings and INSET.</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Reading Comprehension Strategies Teaching and Learning Toolkit EE</p>	<p>2, 3</p>
<p>Ongoing associated costs to resource and train staff in our mathematics scheme (White Rose Maths).</p> <p>Maths Lead teacher release time to support effective implementation</p>	<p>White Rose have created a short CPD video for every block of learning. A primary maths specialists talks through the content of the block, provide advice and guidance on how to teach the material, what models and representations to use, the key vocabulary, how to deal with common misconceptions you may encounter, and how to dig deeper to stretch higher attaining children.</p> <p>Involvement with the Maths Hub mastery programme allows us to disseminate this new learning out through staff coaching, mentoring and training.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>1</p>
<p>Learning Support Assistant time to enable reading groups to be set.</p>	<p>Small group teaching of phonics for reading/fluency enables more individual support for children falling behind and enables them to meet the reading demands of the wider curriculum.</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	<p>3</p>

Targeted academic support

Budgeted cost: £7981

Activity	Evidence that supports this approach	Challenge number(s) addressed
NHS Speech and Language therapist – work in school ½ a day each week.	<p>Disadvantaged children more likely to enter reception with low range of vocabulary and are unlikely to be able to use talk to connect ideas and explain what is happening coherently.</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>Oral language interventions Teaching and Learning Toolkit EEF</p>	2
Learning Support Assistant to run 1 to 1 Speech & Language (S&L) intervention sessions	<p>There is a strong evidence base from school evaluations that high quality interventions can show a positive impact on the outcomes of struggling students.</p> <p>S&L Therapy Plans are created by qualified S&L Therapists, bespoke to each child's needs, and LSAs are trained on how to deliver these in school.</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>Oral language interventions Teaching and Learning Toolkit EEF</p>	2

Wider strategies

Budgeted cost: £4508

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance manager (School Business manager) work closely with disadvantaged families to build relationships and ensure reasons for non-attendance are explored and resolved.	<p>Attendance manager (School Business manager) work closely with disadvantaged families to build relationships and ensure reasons for non-attendance are explored and resolved.</p> <p>Reference to the DfE guidance, which has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4
Cluster Services (£3,508) are bought in by the Family of Schools to support school with attendance and Mental Health Support.	<p>The Cluster services allow us to access support with regards to attendance services, punctuality, mental health, etc.</p> <p>Fragmented family structures may affect attendance if families are unsupported.</p> <p>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):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	4, 5
<p>Support disadvantaged pupils to fully access and engage with the breadth of school experiences, including:</p> <p>Trips and residential costs, support with emergency family needs.</p> <p>Subsidised offer/inclusion to after school clubs, breakfast club, music lessons, etc.</p>	<p>Trips are beneficial to all children but more so to disadvantaged children, who may have access to fewer enrichment activities within the home.</p> <p>All children have the right to learn a musical instrument if they choose and after school clubs benefit children, especially PE clubs led by sports coaches, to support work towards tackling the obesity crisis.</p> <p>Free and subsidised breakfast club places given one family who are regularly struggling to get both children to school on time and for children struggling with anxiety during getting up routines.</p>	4, 5

Total budgeted cost: £30,200

Part B

Review of outcomes in the previous academic year (2024 – 2025)

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year. This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year. The 2025 to 2026 spend will be reviewed in September 2026.

Focus Area	Monitoring Activity	Impact Review
Date: September 2025		
<p>We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.</p> <p>Intended Outcome 1 The data demonstrated attainment at the end of KS2 for disadvantaged pupils in mathematics in 2025 was 50% of this group reached expected age-related standards comfortably, and that their knowledge and skills had accelerated over the key stage. This represents 2 pupils from a cohort of 4. The other 50% (2 pupils) have special educational needs – one pupil's complex needs are supported under an Education, Health and Care Plan, the other pupil having dyslexia as an assessed need.</p> <p>Intended Outcome 2 The data demonstrated attainment for disadvantaged pupils in the Phonics Screening Check in 2025 that 100% of children met or exceeded the required national benchmark in 2025. This represented a cohort of 7 pupils. Our analysis and evaluation of the approaches delivered last academic year indicates that the strategies used were found to be particularly effective and will continue to be employed in subsequent years.</p> <p>We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.</p> <p>Intended Outcome 3 The data demonstrated attendance for disadvantaged pupils into the school for the year 2024-2025 was 93.2%, which is improving towards the national non-disadvantaged attendance at 94.8%. This represented a cohort of 18 pupils. Of this group, 3 pupils (whose attendance ended at 79.5%, 81.8% and 84.8%) have been successfully referred by the school for additional support by the local Cluster to further address barriers and to improve on attendance.</p> <p>Intended Outcome 4 Children struggling to attend all have a plan in place on their individual provision maps and know which adult in school is supporting them. All adults supporting vulnerable children are well established in their roles and have a visible presence on the playground on a morning, enabling families to check in and support children into school. School was also successful in securing specialised pastoral support from the Garforth Cluster which will continue to work with families into the following year.</p>		

Externally provided programmes

Programme	Provider
Times Tables Rockstars	TT Rockstars
White Rose Maths Premium resources	White Rose

Speech and Language Therapist SLA	NHS
Alpha to Omega	Pearson
Purple Mash	2Simple
Kapow	Kapow
Developing Experts	Developing Experts

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?	£680 Supporting attendance.
What was the impact of that spending on service pupil premium eligible pupils?	Improved punctuality due to extra support.