

Pupil premium strategy statement – Aiskew and Leeming Bar 2025

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	54
Proportion (%) of pupil premium eligible pupils	11/54 (20.37%)
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)	2024/2025 2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mike White (Exec HT)
Pupil premium lead	Emma McLellan
Governor / Trustee lead	Andrea Offord

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,225
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>	£34,871 (including school's own funding)

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

- To ensure that all disadvantaged pupils make or exceed nationally expected academic progress in reading, writing and maths.
- To ensure that all children have the opportunity to experience residential visits and curriculum enhancements (including the use of a laptop to support their studies) with minimal need for additional financial commitment from parents.
- To prepare pupils with the skills to be successful into adulthood by explicitly teaching pupils to be imaginative and logical, self-disciplined and self-aware, collaborative and inquisitive.
- To support children's health and wellbeing as well as providing bespoke support for parents/carers.

How does your current pupil premium strategy plan work towards achieving those objectives?

- Implement Jane Considine's, 'The Write Stuff' across the school with CPD support staff.
- Provide continued CPD for all staff across the school to improve subject knowledge for the teaching of reading.
- Appropriate levels of staffing are funded so that reading groups can be highly focused.
- Provide moderation and training opportunities across the Federation to support staff when assessing writing.
- Support wellbeing and mental health both for pupils and parents/carers through teaching using meditation techniques and mindful spaces around school and the sensory space and outdoor space as well as promoting the 5 ways to well-being within our school community.
- To provide further CPD around Building Learning Power (BPL) and develop learners within the classroom by using next steps for the BLP material.
- Deliver 'Renew4U' which will support mental health and wellbeing for parents/carers as well as offer practical parenting skill and a safe place to talk about worries.
- Provide additional small group or 1:1 support for disadvantaged learners to enable a 'keep up not catch up' approach before school with teaching staff and during wrap around care to focus on reading/ support with homework.
- Provide monetary support for low-income families to help pay for activities, equipment, educational visits and residentials ensuring children are not financially disadvantaged.

What are the key principles of your strategy plan?

- That teaching and learning meets the needs of all pupils in reading, writing and maths.
- To provide quality first teaching for children eligible for the pupil premium grant, ensuring that these children achieve at least age-related expectations in reading, writing and maths.
- To provide challenge for the more able disadvantaged learners to meet their full potential.
- Provide additional small group or 1:1 support for disadvantaged learners to enable a 'keep up not catch up' approach.
- Provide monetary support for low-income families to help pay for activities, equipment, educational visits and residentials ensuring children are not financially disadvantaged.
- Provide wraparound care for disadvantaged pupils, which includes support with all homework activities.
- Pupils have strategies for self-regulation.
- Offer a well-being space to parents/carers and pupils.

Challenges

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

Challenge number	Detail of challenge
1	75% of those eligible for Pupil Premium met ARE in writing.
2	70% of those eligible for Pupil Premium met ARE in mathematics.
3	Not all pupils can access the maths curriculum due to SEND.
4	Pupils do not have access to extracurricular activities at home.
5	Not all staff are well versed in using Building Learning Power.
6	Financial constraints are a barrier to some extracurricular activities.
7	Some children find it difficult to access learning due to their social and emotional 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
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Children will become competent writers and outcomes will at least be maintained for disadvantaged pupils.	Pupils will make good progress from their individual starting points.
Children will become competent mathematicians and outcomes will at least be maintained for disadvantaged pupils.	Pupils will make good progress from their individual starting points.
Children will continue to make good progress from their individual starting point in maths.	A bespoke programme for maths will be implemented to support learners.
All disadvantaged pupils are offered school's wrap-around care to support academic progress and their wellbeing.	The majority of disadvantaged pupils access wrap-around care where there will be support with homework and opportunities for interaction between peers and extra-curricular activities.
Staff and children will be confident when using Building Learning Power within each lesson.	Evidence of each of the learning muscles being used on a regular basis.
All disadvantaged pupils experience a rich curriculum, unhindered by financial constraints.	All disadvantaged pupils experience a rich curriculum, unhindered by financial constraints.
Children are regulated and are able to access high quality learning within a classroom setting.	The LEUVEN scales will improve and more regulated within lessons.

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: £1,309

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD for staff in the planning, delivery and moderation of writing.	Providing CPD for staff to support the teaching of writing will enable a consistent and accurate approach. <i>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. (EEF – Effective Professional Development, Summary of Recommendations)</i>	1
Building Learning Power Programme CPD for staff to	Building Learning Power provides a platform to encourage pupils to be tenacious and resourceful, imaginative and logical, self-disciplined and self-	5

<p>improve confidence and effective delivery.</p>	<p>aware, collaborative and inquisitive. These skills are taught explicitly by class teachers. Continued appropriate CPD will ensure staff are confident when delivering this program to pupils.</p> <p><i>Students who are more confident of their own learning ability learn faster and learn better. They concentrate more, think harder and find learning more enjoyable. They do better in their tests and external examinations. And they are easier and more satisfying to teach.</i></p> <p>Building Learning Power https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £27,494

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small bespoke group interventions.</p>	<p>Bespoke small groups targeted support through a range of interventions to ensure gaps in the curriculum can be addressed to support low attaining pupils or those falling behind.</p> <p>Pupils receive an adapted maths curriculum, which includes an AI driven approach, through Doodle. They will also receive 5 hours of maths teaching in a very small group.</p> <p>Numberstacks interventions provide a bespoke program to support learners in line with White Rose units of study.</p> <p>Reading and SALT interventions are prioritised for 2 hours each week.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Reading comprehension strategies EEF</p> <p>Small group tuition EEF</p>	<p>2,3</p>

Smaller class sizes	<p>Consideration has been made to reduce class sizes and to narrow the age range in KS2.</p> <p>Reducing class size EEF</p>	1,2,3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residential and trip subsidy.	All pupils are given the opportunity to access trips and residentials throughout the year and will not be hindered by financial constraints.	6
Wrap around care.	<p>A wrap around care after school club provides a setting where pupils are able to complete homework in a small group setting with TA support.</p> <p><i>EEF - Homework has an impact by enabling pupils to undertake independent learning to practice and consolidate skills, conduct in-depth inquiry, prepare for lessons or revise for exams. (+5 months).</i></p> <p><i>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hour's provision.</i></p>	5
Individualised Social and emotional learning on a weekly basis.	<p>Individualised social and emotional sessions using the resource: A Therapeutic Treasure Box for Working with Children and Adolescents with Developmental Trauma (1:1 book).</p> <p>Social and Emotional Learning EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	7

Total budgeted cost: £31,813 (+£3,057 service pupils)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome 1: Children will become competent writers and outcomes will at least be maintained for disadvantaged pupils.

Success Criteria: 83.3% of disadvantaged pupils will achieve age related expectations by the end of the academic year.

Impact for 2024/ 2025 academic year:

NTS	Writing
Pupil Premium Meeting %At/Above Expected	75%
Non-Pupil Premium % At/Above Expected	75%
Difference between %	0%

Reflection: Although we did not meet our intended target of 83.3% of pupils achieving age related expectations, pupil premium children are in line with non pupil premium children.

Intended Outcome 2: Children will become competent mathematicians and outcomes will at least be maintained for disadvantaged pupils.

Success Criteria: 83.3% of disadvantaged pupils will achieve age related expectations by the end of the academic year.

Impact for 2024/ 2025 academic year:

NTS	Maths
Pupil Premium Meeting %At/Above Expected	70%
Non-Pupil Premium % At/Above Expected	86%
Difference between %	16%

Reflection: Despite there still being a gap between those eligible for Pupil Premium and non-Pupil Premium, it must be noted that 50% of the children have been at another school and 25% of those pupils have special guardianship. 25% of pupils have SEND. Where pupils have not achieved ARE, a bespoke curriculum has been undertaken to support individual pupil needs. It must be noted that 33% of Pupil Premium children attained greater depth in maths versus 14% of non-Pupil Premium children in maths.

Intended Outcome 3: Children will show high levels of resilience and children will be active learners by making links, noticing and questioning.

Success Criteria: All children will make progress on the Building Learning Power's scales.

Impact for 2024/ 2025 academic year: Pupils who have benefitted from the Building Learning Power approach throughout the last year have demonstrated high levels of competence and resilience.

Reflection: We believe this approach equips children for now and for the future, providing key learning behaviour for disadvantaged learners. As staffing changes, this is something we wish to keep revisiting.

Intended Outcome 4: All disadvantaged pupils are offered school's wrap-around care to support academic progress and their wellbeing.

Success Criteria: The majority of disadvantaged pupils access wrap-around care where there will be support with homework and opportunities for interaction between peers and extra-curricular activities.

Impact for 2024/ 2025 academic year: 100% of Pupil Premium children have attended wrap around care.

Reflection: Pupils have been given the opportunity to attend a range of clubs including cooking, art, sport, science and computing through the wrap around care. As wrap around care links with another school, wrap around care has provided opportunities for children to widen their friendship groups.

Intended Outcome 5: All disadvantaged pupils experience a rich curriculum, unhindered by financial constraints.

Success Criteria: 100% of disadvantaged pupils are able to experience residential visits and curriculum enhancements without the need of financial commitments.

Impact for 2024/ 2025 academic year: A London residential, a trip to the houses of Parliament, Peat Rigg residential, and the Camp Out were all paid for to ensure children experience a range of opportunities.

Reflection: 100% of those eligible for Pupil Premium were able to experience a rich curriculum without financial constraint.

Intended Outcome 6: The well-being of parents/carers, and in turn children, is improved.

Success Criteria: The vast majority of parents/carers and pupils state that school supports their well-being.

Impact for 2024/ 2025 academic year: A programme called Renew4U was set up to provide peer support for parents and has been effective to support parental needs. 10/12 pupils achieved a score of 4 or higher on the Leuven scale, demonstrating a healthy well being.

Reflection: We believe both the well being of parents and pupils is effectively supported.

Intended Outcome 7: Children enter school regulated and they can quickly self-regulate when necessary.

Success Criteria: All children have strategies and opportunities for regulation.

Impact for 2024/ 2025 academic year: Pupils have strategies in place to support self-regulation and staff have implemented whole class and individual strategies to support regulation. Where additional support was needed, Early Help have been contacted.

Reflection: Pupils and staff have strategies to support self-regulation within school.

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

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***

Pupils received 1:1 support and bespoke spelling interventions. Wrap around care was available to support homework and social interaction. Time was given 1:1 to write messages to parent who was working away.

The impact of that spending on service pupil premium eligible pupils

Phonics screening was passed due to successful interventions. Children are making at least expected progress.

Further information (optional)

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