

Aston Clinton School Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 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	Aston Clinton School
Number of pupils in school	400
Proportion (%) of pupil premium eligible pupils	24-25 - 14% (29% of these are SPP)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25, 2025-2026 , 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs C Macdonald, Headteacher
Pupil premium lead	Mrs M Garraway & Mrs K Miles
Governor / Trustee lead	Mrs R Taylor, SEN & PP Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	79,220 includes service & LAC
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	79,220

Part A: Pupil premium strategy plan

Statement of intent

When creating our PP strategy, we recognise the importance of considering the context of the school and subsequent challenges. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points (Strong Foundations in the First Years of School, 2024).

We have used the research conducted by the Education Endowment Foundation (EEF) and recognised literature (such as 'Addressing Educational Disadvantage' by Marc Rowland) to support the decisions we have made around the usefulness and implementation of different strategies.

We strongly believe that:

Pupil needs, not labels, should drive our strategy.

Assessment, not assumptions, should drive the activity.

(Case study: Cooks Spinney Primary Academy, Harlow, 2020)

The common barriers to learning for disadvantaged pupils, can be capacity to support at home, poor language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality concerns. There may also be complex family situations that prevent a pupil from flourishing. The challenges are varied and there is no 'one size fits all' approach.

The key principles of our strategy:

- High quality teaching is at the heart of our approach
- Promoting an ethos of attainment for all
- Individualised approach to address barriers
- Focus on outcomes for individuals
- Decisions are based on data and evidence
- Setting high aspirations and responsibility for raising attainment
- To support our pupil's mental health and wellbeing

Challenges

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

Challenge number	Detail of challenge
1	Our pupil observations, writing moderations and discussions with pupils illustrates poor oral skills and vocabulary gaps in many of our disadvantaged pupils. This negatively impacts their development in writing.
2	Our disadvantaged pupils are currently performing lower than non-disadvantaged pupils in phonics in Key Stage 1 and in Reading across the school.
3	Internal data (NFER/ SATs) and teacher observations indicate that disadvantaged pupils Maths attainment is below that of non-disadvantaged pupils.
4	Internal data (NFER/ SATs) and teacher observations indicate that disadvantaged pupils Writing attainment is below that of non-disadvantaged pupils.
5	Our analysis of extra-curricular opportunities shows a high proportion of disadvantaged pupils are not accessing enrichment opportunities such as clubs in order to build cultural capital.
6	The attendance data for disadvantaged pupils is lower than non-disadvantaged pupils which is impacting pupils' progress (this includes lateness).
7	Our internal tracking systems indicate that parental engagement via parent consultation meetings from disadvantaged families is lower than non-disadvantaged families.

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
<p>Challenge 1:</p> <p>Improved oral skills and vocabulary amongst disadvantaged pupils</p>	<p>Voice 21 scheme fully implemented by teachers within classrooms and into their daily routines.</p> <p>Assessments (Renfrew) and observations indicate significantly improved oral language among disadvantaged pupils with an increasing number of pupil's incorporating subject specific vocabulary into their work and speech.</p> <p>This evidence can be found in pupil's workbooks, writing moderation, observation of the children, pupil voice and ongoing formative assessment.</p>
<p>Challenge 2:</p> <p>Talk Through Stories</p> <p>To use stories to support reading for pleasure and diminish the vocabulary gap</p> <p>Improved phonics skills and early readers</p>	<p>Internal data (Phonics Data and NFER) show that disadvantaged pupils are closing the gap between themselves and non-disadvantaged pupils.</p> <p>Phonics tutors are closing the attainment gap between PP V Non-PP through daily interventions.</p> <p>Enhanced training provided by White Knights Literacy Hub so that all staff are confident and highly competent.</p> <p>Phonics Screening Check Outcomes in Year 1 are in line with the National Average. Year 2 Phonics Screening re-check is above with the National Average.</p> <p>Reading outcomes and the end of KS2 in July 2025 show that at least 65% of disadvantaged pupils have met the expected standard in Reading.</p> <p>Talk Through Stories aims to provide children with the breadth and depth of vocabulary they'll need to understand the books they'll soon read for themselves, and the conversations and discussion they will have.</p> <p>High quality texts are read in FS and KS1 to first develop the love of the story and, when they know it well, teach them to use the 'Tier Two' words from the story in everyday contexts.</p> <p>Story and vocabulary sessions are specifically and systematically planned through the Talk Through Stories programme.</p> <p>Planning is simplified for children so stories can be taken home and shared with parents. Children take home plans link to story sessions and enable the children share the story and activities with their family.</p> <p>The use of Nessy to support our vulnerable children and those with specific learning needs such as Dyslexia.</p>

<p>Challenge 3: Improved Maths attainment among disadvantaged pupils.</p>	<p>Staff are trained in the Power Maths scheme and accompanying resources. Children are assessed termly and gaps identified and addressed. Children who are showing significant difficulties are assessed by the SENCO.</p> <p>Key Stage Two Maths outcomes in July 2025 demonstrate that at least 65% of disadvantaged pupils met the expected standard.</p>
<p>Challenge 4: Improved Writing attainment among disadvantaged pupils.</p>	<p>Writing outcomes in July 2025 demonstrate the impact of Voice 21 in terms of vocabulary evidenced in pupil's workbooks, writing moderation and pupil verbal responses.</p> <p>The impact of implementing Morrells Training Programme has led to an improvement in handwriting presentation.</p>
<p>Challenge 5: To improve the number of disadvantaged pupils gaining cultural capital from extra-curricular activities, in-school enrichment opportunities and clubs.</p>	<p>Monitoring records indicate that disadvantaged pupils are accessing at least one club opportunity per term.</p> <p>Aston Awards has been fully implemented and closely monitored to ensure full participation and success for all disadvantaged in this programme.</p> <p>All barriers are identified and removed where possible to ensure all disadvantaged children can access whole school initiatives such as: Forest schools and OPAL.</p> <p>Full attendance on school trips by all disadvantaged children. Alternative experiences are provided for when children are unable to attend residential.</p>
<p>Challenge 6: Improved attendance figures for disadvantaged pupils and reduce the percentage of disadvantage pupils with less than 95%.</p>	<p>The percentage of disadvantage pupils with attendance below 95% is reduced.</p> <p>The overall attendance for disadvantaged pupils improves and is in-line with the National average of 95%.</p>
<p>Challenge 7: To improve the percentage of parents engaging with school in order to improve pupil's academic learning.</p>	<p>Parental engagement, with parent consultations, would have increased to an average of 95% for disadvantaged families.</p> <p>All non-attendance is monitored and challenged swiftly by staff members.</p>

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: £18270

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue improving the quality of vocabulary teaching and deepen pupil understanding of word meaning.	The Education Endowment Foundation (EEF) suggests that oral language interventions aim to support learners' use of vocabulary, articulation and spoken expression. As a school we have invested in Voice 21 training. Oral language interventions – Education Endowment Foundation	1
Broker support from Master Readers to provide a programme which develops a whole class reading approach to support pupils to transition successfully out of a phonics programme.	Evidenced from EEF suggests that mastery learning approaches provides an additional five months of progress over a course of a year. Mastery Learning - Education Endowment Foundation The Master Readers' approach has been proven to build a whole-school, cross-curriculum reading culture; foster a love for reading; increase pupil engagement and confidence; develop vocabulary; and is inclusive – with the necessary support and interventions for pupils who find it difficult to read. Mastery Education Effective Teaching of Reading	1, 2
Broker support from White Knights Literacy Hub to provide a programme of coaching and mentoring to enhance our teaching of phonics using the Little Wandle Scheme.	Evidence from EEF suggests that the average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Phonics - Education Endowment Foundation	2
To implement the Aston Award programme	By providing a comprehensive enrichment programme for all pupils has raised pupil's aspirations. EEF state that by schools providing pupils with activities to develop self-esteem,	5

	<p>motivation for learning and self-efficacy, and opportunities for pupils to encounter new experiences will impact on attainment outcomes.</p> <p>Aspiration interventions – Education Endowment Foundation</p>	
<p>To prioritise disadvantaged children when allocating lunchtime or after school clubs</p>	<p>Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves</p> <p>Physical activity – Education Endowment Foundation</p>	5
<p>To purchase 'Boxall Profile' to assess children's social, emotional and behavioural development.</p>	<p>Social and emotional learning progress is monitored, and any hidden issues are targeted at an earlier age.</p> <p>Social and Emotional Learning - Education Endowment Foundation</p>	6, 7

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

Budgeted cost: £40506

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide Maths tuition to support disadvantaged pupils to close the gap.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.</p> <p>One to one tuition – Education Endowment Foundation</p> <p>Small group tuition – Education Endowment Foundation</p>	3
<p>To further embed our teaching of phonics and broaden our early reading provision. This includes additional resources, training and interventions.</p>	<p>Targeted phonics approaches by trained tutors have proven to support disadvantaged pupils as they have had less exposure of spoken word and books in their homes.</p> <p>Phonics- Education Endowment Foundation</p>	2
<p>To provide the school with ELSA support to target our most disadvantaged pupils.</p>	<p>Social and emotional learning is provided to support pupils with social interaction skills, self-regulation and support pupils who are facing challenges currently.</p>	6, 7

	Social and Emotional Learning - Education Endowment Foundation	
--	--	--

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

Budgeted cost: £20444

Activity	Evidence that supports this approach	Challenge number(s) addressed
To carefully monitor attendance and act swiftly when there are dips. To support children who are struggling to attend due to Emotional Based School Avoidance (EBSA).	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance - DfE	6, 7
Trips and residential	To address financial barriers preventing pupils from attending school visits and residential to broaden life experiences and aspirations.	5
Uniform	To address financial barriers to enable pupils to have a full complement of school uniform creating social equity and sense of belonging. EEF outline that uniform supports the development of a whole school ethos and therefore supports discipline, motivation and in some cases social equity. School uniform – Education Endowment Foundation	6
To fund Breakfast Club for disadvantaged pupils who are struggling. (TBC 2025-26)	Maslow’s Hierarchy of Needs indicates that pupils who are received a healthy breakfast are more likely to be ready and settled for learning.	4, 5, 6
Ensure all parents are provided with an opportunity to discuss their child’s academic progress. Provide workshops to assist parents so they can support their children.	It is crucial to engage with all parents, especially those from disadvantaged backgrounds, to avoid widening the attainment gaps. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading. Parental engagement – Education Endowment Foundation	4, 7

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
------------------------------------	--	-----

Total budgeted cost: £79220

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.

Challenge 1: Improved oral skills and vocabulary amongst disadvantaged pupils

Voice 21 (Oracy Project) has been successfully rolled out across the whole school. All class teachers have participated in multiple training sessions, alongside ongoing support through weekly CPD emails, ensuring a consistent understanding and implementation of high-quality oracy practice for all pupils. Importantly, the programme also supports disadvantaged pupils' social and emotional development.

By creating a classroom culture where every voice is valued, Oracy helps pupils build self-esteem and a sense of belonging. Children who may previously have been reluctant to speak begin to see themselves as capable contributors, improving participation and engagement. Over time, these skills will hopefully help close attainment gaps, as pupils are better equipped to explain their thinking, ask questions, and collaborate effectively. The Voice 21 Oracy programme therefore plays a crucial role in promoting equity, empowering disadvantaged pupils with skills that support both academic success and long-term life chances.

The teachers focus on disadvantaged pupils and support them during discussions and when answering questions. Scaffolds such as sentence stems are used consistently across the classes.

During No Pens Day, disadvantaged pupils were identified as Talk Detectives, providing them with opportunity to take on a leadership role. Working in collaboration with the Oracy Leads, these pupils visited classrooms across the school to observe oracy-based activities and report back on their findings. Prior to the day, the Oracy Leads met with the pupils to discuss the types of activities they would encounter and the specific oracy skills they would be looking for. Throughout the day, pupils engaged in structured small-group discussions, using prompts to support reflection and the generation of key ideas. The Talk Detectives will always include disadvantage pupils in each class.

In conjunction with Voice 21 (Oracy Project), pupils in EYFS and KS1 regularly engage in high-quality discussion and explicit vocabulary development. This approach supports early language acquisition and ensures that disadvantaged pupils are able to keep pace with their peers, providing a strong foundation that feeds into oracy development across the rest of the school.

Challenge 2: Improved phonics skills and early readers

Phonics Screening Check 2024 -2025

Year One	Year Two
<u>All Pupils</u> 84% (Above national)	<u>All Pupils</u> 89% (In line with national)
<u>PP/Service children</u> 60%	<u>PP/Service children</u> 84%

Phonics Interventions for PP/Service Pupils (impact of phonics intervention)

	September 24	July 25
Reception	100% of PP receiving phonics intervention	100% of PP children continue to receive phonics intervention. 64% of children progressed to the next phase in their phonics.
Year 1	80% of PP receiving phonics intervention	Only 40% of children still require phonics intervention.
Year 2	84% receiving phonics intervention 17% on Rapid Keep Up intervention	50% receiving phonics intervention 50% on Rapid Keep Up intervention
Year 3	34% receiving phonics intervention	17% receiving phonics intervention
Year 4	14% receiving phonics intervention	14% receiving phonics intervention (progressed through Phases)
Year 5	0% receiving phonics intervention	0% receiving phonics intervention
Year 6		

	0% pupils needed intervention	0% pupils needed intervention
--	-------------------------------	-------------------------------

Summer 2025	Reading progress for PP pupils
Reception	33% of PP pupils working at EXS or above
Year 1	40% of PP pupils working at EXS or above
Year 2	50% of PP pupils working at EXS or above
Year 3	60% of PP pupils working at EXS or above
Year 4	88% of PP pupils working at EXS or above
Year 5	63% of PP pupils working at EXS or above
Year 6	50% of PP pupils working at EXS or above

Challenge 3: Improved Maths attainment among disadvantaged pupils.

Summer 2025	Maths progress for PP pupils
Reception	50% of PP pupils working at EXS or above
Year 1	40% of PP pupils working at EXS or above
Year 2	67% of PP pupils working at EXS or above
Year 3	60% of PP pupils working at EXS or above
Year 4	75% of PP pupils working at EXS or above
Year 5	63% of PP pupils working at EXS or above
Year 6	50% of PP pupils working at EXS or above

The above data tracks the children who have made expected progress and remain ARE of above or have made accelerated progress into EXS

Challenge 4: Improved Writing attainment among disadvantaged pupils.

Summer 2025	Writing progress for PP pupils (teacher assessed)
Reception	17% of PP pupils working at EXS or above
Year 1	40% of PP pupils working at EXS or above
Year 2	25% of PP pupils working at EXS or above
Year 3	20% of PP pupils working at EXS or above
Year 4	63% of PP pupils working at EXS or above
Year 5	25% of PP pupils working at EXS or above
Year 6	30% of PP pupils working at EXS or above

The above data tracks the children who have made expected progress and remain ARE of above or have made accelerated progress into EXS

Challenge 5: To improve the number of disadvantaged pupils gaining cultural capital from extra-curricular activities, in-school enrichment opportunities and clubs.

All pupils were able to attend a club either at lunchtime or after-school. Every club has a free PP space for a disadvantaged pupil to use (this will increase to 2 spaces in 25-26). This is a condition we have agreed with any club provider. There were a range of sporting and non-sporting clubs for pupils to choose from. Disadvantaged pupils have first choice of clubs.

In 2024 – 2025, 48% attended at least 1 club.

In 2025-2026 we will be running a termly passport day where we assist children in meeting the Passport skills.

100% of our disadvantaged pupils accessed all school trips and activity weeks. Funding was provided for residential where the children wanted to attend. PP Leads and teachers monitor this closely throughout the year and liaise with parents so that any child who wants to participate can.

Challenge 6: Improved attendance figures for disadvantaged pupils and reduce the percentage of disadvantage pupils with less than 95%.

The pupils whose attendance was below 95% was carefully monitored by the Attendance Lead. Between 2024 – 2025, 49% of Pupil Premium attend less than 95%. The percentage of non-Pupil Premium attending less than 95% was 29%.

We look at each case individually and hold meetings with parents (often involving the Attendance Officer and SENCO) to establish how we can support the families with their child's attendance and in some cases punctuality. We created individualised approaches to support families and were able to

refer them for further support when they were struggling to implement routines. This is a high priority for us in 2025 – 2026.

Challenge 7: To improve the percentage of parents engaging with school in order to improve pupil's academic learning.

2023-2024 – 80% of PP Parents booked and attended appointment

2024-2025 – 65% of PP Parents booked and attended appointment

Any parents who did not attend their meetings were chased up by the class teachers; they were offered another meeting or telephone consultations.

Externally provided programmes

Programme	Provider