

Pupil Premium Strategy Statement – Aqueduct Primary Academy

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	249
Proportion (%) of pupil premium eligible pupils	37.75%
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)	2025-2027
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026/July 27/July 28
Statement authorised by	Jamie Pugh
Pupil Premium Lead	Ash Palin
Governor / Trustee lead	Richard Ellam

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 142,021
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£ 142,021

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium strategy is designed to reduce educational disadvantage and ensure that all pupils, regardless of background, can thrive academically and personally. Our approach is grounded in evidence based practice, particularly the research of the Education Endowment Foundation.

1. Our ultimate objectives for disadvantaged pupils

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils across the school.
- To increase the proportion of disadvantaged pupils who make or exceed nationally expected rates of progress.
- To ensure pupils' social, emotional, and mental well-being is strong enough to enable full engagement in learning.
- To improve attendance for disadvantaged and SEND pupils so they can benefit consistently from high-quality teaching and targeted support.

2. How our current strategy plan works towards these objectives

Our strategy focuses on removing the most significant barriers to learning, including emotional well-being needs, fixed mindsets following the national lockdown, and lower attendance rates. Funding is allocated to:

- Strengthen the quality of teaching across the school, ensuring all pupils benefit from consistently effective classroom practice.
- Provide targeted academic support for pupils who need additional help to make expected or greater than progress from children's starting points.
- Deliver social, emotional, and behavioural support through our Inclusion Support Manager and learning support assistants throughout school, with a clear model of support offered for all children at all times.
- Place reading at the centre of the curriculum, ensuring disadvantaged pupils receive regular opportunities to read with adults and develop fluency and well as a good understanding of comprehension.
- Ensure equal access to enrichment by supporting the cost of uniforms, activities, educational visits and residential trips as well as enrichment clubs throughout the week and where appropriate, wraparound provision too.

These actions work collectively to improve progress, raise attainment, and ensure disadvantaged pupils experience a rich, well-rounded education.

3. Key principles underpinning our strategy

- High-quality teaching first: Strong teaching has the greatest impact on disadvantaged pupils, so improving classroom practice is our highest priority.
- Targeted support: Additional interventions are carefully matched to individual needs and informed by evidence.
- Inclusive provision: Vulnerable pupils receive appropriate support so they can access the full curriculum.
- Reading as a foundation: Literacy, particularly early reading, is central to long term academic success.
- Equity of experience: All pupils should have access to the same opportunities, regardless of financial circumstances.
- Wellbeing before learning: Emotional readiness is essential for academic progress, so wellbeing support is integral to our approach.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health needs - Many disadvantaged pupils have increased emotional needs, reduced resilience, and fixed mindsets. These factors affect engagement, confidence, and readiness to learn.
2	Lower attendance among disadvantaged and SEND pupils - Attendance rates for pupils eligible for Pupil Premium and those with SEND are lower than for their peers. Reduced attendance limits access to high-quality teaching and targeted interventions, widening gaps over time.
3	Gaps in reading fluency and early literacy- A significant proportion of disadvantaged pupils enter school with weaker early language and reading skills. This affects their ability to access the wider curriculum and impacts long-term attainment.
4	Limited access to enrichment and wider experiences- Financial barriers mean some disadvantaged pupils have fewer opportunities to participate in enrichment activities, educational visits, and residential. This limits cultural capital and reduces engagement with learning.
5	Variability in prior attainment and progress- Disadvantaged pupils often start from lower baselines and require targeted support to make accelerated progress. Without sustained intervention, attainment gaps risk widening further.
6	Behavioural and self-regulation difficulties- Some disadvantaged pupils require additional support to manage behaviour, regulate emotions, and sustain focus in lessons. These challenges can disrupt learning and limit academic progress.
7	Engaging with families about children's learning is challenging due to home and life factors.

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 social, emotional and mental well-being	Pupils eligible for Pupil Premium will demonstrate increased resilience, improved emotional regulation, and greater readiness to learn, as evidenced by behaviour logs, wellbeing assessments, and pupil voice.
Improved attendance for disadvantaged and SEND pupils, and whole school attendance to be 96%+	Attendance for disadvantaged pupils will move closer to that of their peers, with persistent absence reduced year-on-year. Improved attendance will enable more consistent access to high-quality teaching and targeted support.
Improved reading fluency and early literacy	Disadvantaged pupils will make accelerated progress in early reading and phonics. More pupils will achieve age-related expectations in reading, and gaps in fluency and comprehension will narrow.
Increased access to enrichment and wider opportunities	All disadvantaged pupils will be able to participate fully in enrichment activities, educational visits, and residential. This will support the development of cultural capital, engagement, and confidence.
Accelerated progress and improved attainment	Disadvantaged pupils will make strong progress from their starting points, with a higher proportion achieving age-related expectations in reading, writing, and mathematics. Attainment gaps will narrow across all key stages. KS1 and KS2 attainment to be 75% or above.
Improved behaviour and self-regulation	Pupils will show improved focus, behaviour, and self-management in lessons. This will be reflected in reduced behaviour incidents, improved engagement, and positive learning behaviours.
There are regular opportunities for parents to engage with and interact with the learning happening in the classroom.	Parents access and interact with learning through the Seesaw platform. There is good attendance at events and information sharing workshops that are held across the year. Parents give positive feedback in questionnaires. There is good attendance at parents evenings throughout the year.

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: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school CPD on systematic synthetic phonics (including EYFS/KS1 fidelity checks and coaching cycles)	Strong evidence that high-quality phonics improves early reading and long-term attainment; ensuring fidelity and staff expertise maximises impact. Early language EEF	3, 5
Reading across the curriculum: staff training on fluency, vocabulary, and comprehension (KS2)	Explicit instruction in vocabulary and fluency supports disadvantaged pupils' access to the wider curriculum. Effective Professional Development EEF	3, 5
Instructional coaching & lesson study (focus: explicit teaching, scaffolding, and retrieval practice)	Improving first-quality teaching benefits all pupils and has the largest effect for disadvantaged learners. Effective Professional Development EEF	1, 3, 5, 6
Early Career Teacher (ECT) mentoring enhancement & release time	Structured mentoring improves classroom practice consistency and supports retention in challenging classes.	5, 6
Targeted CPD on inclusive practice (SEND/SEMH: co-regulation, adaptive teaching, and behaviour routines)	Consistent routines and adaptive strategies reduce cognitive load and improve engagement for pupils with SEMH/SEND needs. EEF Personal Social and Emotional Development	1, 2, 6

LSAT, EP and Behaviour Support input. Implementation of behaviour curriculum.		
Purchase of high-quality texts to support and supplement the teaching of phonics, reading comprehension and fluency, reading for pleasure, diversity, and inclusion.	EEF Toolkit shows Reading comprehension strategies are high impact on average (+6 months) EEF Improving Literacy in KS1 and KS2 The EEF guidance is based on a range of the best available evidence. Reading comprehension strategies EEF	1,2,5
CPD on subscriptions to KAPOW and Language Angels to support with effectively sequenced planning and high-quality outcomes in all foundation subjects and provide an engaging curriculum.	Supporting high-quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high-quality teaching can narrow the disadvantage gap. Promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes. Effective Professional Development EEF	1,2,3,4,5

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS2 small-group tutoring (reading, writing & maths) (focus on pupils below ARE) Provide CPD to all teaching assistants to deliver these interventions.	Structured small-group tutoring delivers accelerated progress for pupils below age-related expectations. Teaching Assistant Interventions EEF	3, 5

1:1 reading fluency & phonics consolidation (EYFS/KS1/Lower KS2), daily 15-minute drills	Daily, high-frequency practice closes decoding and fluency gaps quickly for disadvantaged pupils. Teaching Assistant Interventions EEF	3, 5
Precision teaching & cumulative rehearsal for basic number facts (Year 2–4)	Targeted, high-frequency practice improves automaticity and frees working memory for problem-solving.	2,5
Booster groups before/after school (Year 6 writing & maths reasoning)	Short, focused boosters near assessment windows raise attainment and confidence.	5
Additional LSA hours to support areas of need across school.	To allow for interventions, small group and 1:1 work where appropriate to close the attainment gap between PP and non-PP. To improve the progress and attainment of the eligible pupils in Reading, Writing and Maths and remove barriers to learning. Interventions 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 One to one tuition EEF And in small groups Small group tuition EEF	2,5

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

Budgeted cost: £52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion Support Manager (SEMH lead) – targeted casework, family liaison, and staff coaching	SEMH support improves readiness to learn; coordinated casework reduces behaviour incidents and exclusion risk.	1, 2, 6

Attendance strategy: first-day response, pastoral calls, attendance panels, rewards, and transport support (contingency pot)	Multi-component attendance systems reduce persistent absence and improve engagement. <u>Attendance interventions rapid evidence assessment EEF</u>	2, 1
Breakfast club places & snack provision for disadvantaged pupils offered where appropriate to support families who need it.	Nutritional supports and calm starts improve punctuality, behaviour, and concentration.	1, 2, 6
Uniform, equipment, and trip/residential subsidies (guaranteeing access to enrichment)	Removing financial barriers increases participation and cultural capital; supports dignity and belonging. <u>Life skills and enrichment EEF</u>	4, 1
Social & emotional learning (SEL) small groups (zones of regulation, friendships, resilience)	SEL programmes build self-regulation and pro-social behaviours linked to improved academic outcomes. <u>Social and emotional learning EEF</u>	1, 6
Family workshops (phonics, reading at home, maths games) & community library events – resources to support these events that promote the engagement and inclusion of PP children and their families.	Parental engagement raises attainment, particularly in early literacy and numeracy. <u>EEF publishes new review of evidence on parental engagement EEF</u>	3, 5, 4, 7
Provision and access to after-school and lunch-time clubs, including other enrichment offers, e.g. music lessons	Enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich education. However, many argue that enrichment approaches can directly improve pupils' attainment. <u>Life skills and enrichment EEF</u>	1,4,6,7
Use of SEESAW to record children's learning and to share learning with parents	Research shows that engagement with families supports children's development.	7

Total budgeted cost: £ 142,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of Objectives and Impact

Our key objectives were to narrow the attainment gap between disadvantaged and non-disadvantaged pupils, increase progress rates for disadvantaged pupils, and support children's health and well-being to enable access to learning at an appropriate level. To achieve this, we focused on ensuring teaching and learning opportunities meet the needs of all pupils, providing appropriate provision for vulnerable groups, deploying staff effectively, and maintaining high-quality teaching across school. Reading was placed at the heart of the curriculum, with disadvantaged pupils given regular opportunities to read to adults. We also committed to ensuring equal experiences for all pupils by supporting costs for activities, uniform, educational visits and residential, alongside emotional and behavioural support through our Inclusion Support Manager and learning support assistants.

Impact:

Teaching and learning structures allow for a greater emphasis on pupil premium children and their needs. Gaps are identified early and addressed through adaptive teaching, targeted interventions and additional support. Staff have had and continue a CPD cycle to strengthen their understanding of supporting children within school. Systems are in place to promote well-being and mental health, and pupil voice confirms that children feel confident speaking to adults about concerns. They understand the role of the Inclusion Support Manager and feel safe in school. The quality of teaching has improved, with greater consistency in classroom practice and a clear focus on adaptive groupings to meet individual needs. Pupil premium children have been supported to access the same enrichment opportunities as their peers, ensuring equality of experience.

Overall, these actions have strengthened our provision for disadvantaged pupils, improved teaching quality and created a positive, inclusive environment where children feel safe and supported. Continued focus will ensure sustained progress and further narrowing of attainment gaps and seeing this reflected in the longer term with diminished attainment gaps across 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
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TTRS	Maths Circle Ltd
Music Kapow	Kapow
SEESAW – online learning platform	SEESAW
Jigsaw	Jigsaw
Language Angels – KS2 Languages Programme	Language Angels

Further information (optional)

As part of REAch2 Academy Trust, we are a school committed to the 11b411 initiative. We are ambitious for our children to have broad horizons in life and high aspirations for themselves. We want our children to be inspired and challenged so that each one can develop their unique potential to the full. To this end, Reach2 have developed the 11 before 11 set of promises to empower our children to take the driving seat in their own lives. 11 before 11 is designed to take our children beyond the usual school experiences to deliver a range of memorable events that surprise and delight the child; both realising and releasing their potential in a wide range of contexts. 11 before 11 will take our children beyond the usual, to open opportunities in life and inspire them to move forward in their own life's adventure for example some of our promises this year have included Wildlife Warriors, Mess around on Water (Arthog trip including canoeing, raft building and gorge walking), Cross a border (Trip to Wales). 11b411 Ambassador brings the promises to life at our school by planning adventures into the school's curriculum, seeking sponsorship, funding, resources, and links within and beyond the community.