

Pupil premium strategy statement – Aragon Primary School

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	588
Proportion (%) of pupil premium eligible pupils	22%
Academic years that our current pupil premium strategy covers	2024/2025 2025/2026 2026/2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Clare Ryder
Pupil premium lead	Clare Ryder / Rob Myers / Henny Ellerby
Governor / Trustee lead	Isabelle Paget

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£204,125
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>	£204,125

Part A: Pupil premium strategy plan

Statement of intent

At Aragon Primary School, we are committed to fostering a lifelong love of learning in every child. We believe that all pupils, regardless of their starting points or personal circumstances, deserve equal access to a broad and ambitious curriculum. Our aim is to ensure that every child is given the opportunity to succeed and thrive academically, socially, and emotionally.

Our Pupil Premium strategy is designed to ensure that all pupils, including those who are disadvantaged, make strong progress and achieve their full potential across all areas of the curriculum. We recognise that some pupils may face additional barriers to learning, and we are dedicated to addressing these challenges through targeted support and high-quality teaching.

The core focus of our strategy is to support disadvantaged pupils, including those who are high attainers, by responding to both common and individual needs. Our approach is informed by robust diagnostic assessment and the latest educational research, rather than assumptions about the impact of disadvantage. We regularly monitor attendance, academic progress, and pupil well-being to ensure our interventions are effective and responsive.

To achieve these aims, we will:

- Ensure that disadvantaged pupils are consistently challenged in their learning through high expectations and carefully planned lessons.
- Act promptly to provide support as soon as a need is identified, ensuring timely and effective intervention.
- Adopt a whole-school approach where all staff share responsibility for the outcomes of disadvantaged pupils and are committed to raising aspirations and achievement for all.

Through these measures, we strive to create an inclusive environment where every child can flourish and reach their highest potential.

Challenges

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

Challenge number	Detail of challenge					
1	A significant proportion of Year 6 pupils eligible for Pupil Premium are not currently attaining the expected standard in reading, writing, and mathematics at the end of Key Stage 2.					
	Total students	Gender	SEN	EHCP	EAL	Summer born
	26 (31%)	M = 17 (65%) F = 9 (35%)	5 (19%)	1 (4%) (Total = 6)	9 (35%)	11 (42%)
		Below	At+	GD		
	Reading	58.6%	41.4% -	0%		
	Writing	31%	69%	3.4%		
	Maths	79.3%	20.7%	6.9%		
2	Limited Access to Enriching Experiences and Wider World Knowledge.					
3	Some Pupil Premium students in Years 2 to 6 demonstrate lower levels of participation/engagement with learning (34/100 children from Y1 to Y6, based on staff responses) and reduced wellbeing (26/100 children from Y1 to Y6, based on staff responses), which can impact academic progress and personal development.					
4	Lower Attendance Rates Among Disadvantaged Pupils – 94.1% compared to 96.3% / PA 20% compared to 9%					

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
Increase the percentage of Year 6 Pupil Premium pupils achieving the expected standard in reading, writing, and mathematics at the end of Key Stage 2.	<ul style="list-style-type: none"> - At least 70% Pupil Premium pupils achieve the expected standard in reading, writing, and mathematics in end of Key Stage 2 assessments. - Year-on-year improvement in attainment data for Pupil Premium pupils. - Targeted interventions and support plans are in place and demonstrate positive impact. <p>Targets 2025-2026</p>

		Cohort	PPG
	Reading	85%	82%
	Writing	80%	70%
	Maths	85%	70%
	Combined	70%	70%
Disadvantaged pupils, including those with SEND, have increased access to enriching experiences and develop greater knowledge of the world.	<ul style="list-style-type: none"> - Pupil voice surveys show increased feelings of support and belonging. - Academic progress data shows improvement in targeted subjects or overall attainment. - Mentors report positive engagement and progress during regular review meetings. - Parents/carers express increased satisfaction and awareness of support provided to their child. 		
Improved wellbeing, engagement, and academic confidence for targeted Pupil Premium pupils through regular mentoring.	<ul style="list-style-type: none"> - Reduction in incidents of emotional, social, or behavioural difficulties recorded. - Improved pupil self-assessment and staff observations of confidence, self-regulation, and resilience. - Increased engagement and participation in lessons and school life. - Reduction in behaviour incidents or pastoral concerns logged for mentored pupils. 		
Attendance rates for Pupil Premium pupils improve and are at least in line with national averages.	<ul style="list-style-type: none"> - Attendance data shows a year-on-year increase for Pupil Premium pupils. - Persistent absence among disadvantaged pupils decreases. - Early intervention and attendance plans are in place and effective for pupils at risk of low attendance. - Mentored pupils demonstrate improved attendance and punctuality 		

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: **£78, 341.39**

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA/HLTA training	<p>Training given for enhanced support for our PP children. TAs/HLTAs confident to deliver quality guidance and feedback – DH £3437.46</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1 3
Extra teacher in Year 6	To raise standards, we have taken on a fourth teacher so the three classes can be divided into four smaller groups for English and Maths. £35,778.60	1 3
TA for support in the quad at lunch	To support the pastoral benefits of OPAL play, we have provided a smaller, mini-OPAL provision for four pupil premium children £3057.60	2 3
Middle leader to track all Pupil Premium (PP) children.	<p>A clear and up-to-date record of each PP child's academic progress, attendance, pupil leadership role, and any interventions/support received.</p> <p>Evidence of regular communication with the PP lead and/or SENCO.</p> <p>Half-termly review meetings with the PP lead.</p> <p>Termly pupil progress meetings with SLT.</p> <p>Use of assessment data to evaluate impact of interventions.</p> <p>£3,577.86</p> <p>2025 - 2026 - Pupil Premium Passports.xlsx</p>	1 2 3 4
CPD	To plan all CPD sessions to include reference to pupil premium children. Monitor and track that all CPD has impact on pupil premium children. £18286	1 2 3 4
AHT and EWO	<p>Assistant Headteacher to monitor and evaluate children's attendance. To strategically lead on improving attendance to >96%.</p> <p>£9048</p> <p>EWO to lessen percentage of persistent absentees through monitoring and working closely with the families.</p> <p>£5,155.87</p>	4

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

Budgeted cost: **£101,903.60**

Activity	Evidence that supports this approach	Challenge number(s) addressed
FLO/ELSA/	FLO to support vulnerable families in accessing wider social and emotional support https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413695/Schools_and_parents.doc £37,692.00	2 3 4
Before and after-school boosters	Maths interventions are run by school staff (teachers and TAs) to help pupil premium academic attainment. Teacher run interventions - £16,100.37 TA run interventions - £7,656.48 Breakfast Club - £10,530 HIVE - £18,720	1 2 3 4
Bespoke SMART interventions	Targeted interventions: Rapid Catch-Up, Pre-teach sessions, handwriting, conferencing, reading responders, ELSA etc Pre-teach – £5504.40 Conferencing - £4,977.60 ELSA - £722.75	1 3

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

Budgeted cost: **£53,529**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide free space for each PP child at an After-School Clubs/Rocksteady	All pupil premium children to attend an extra-curricular activity - £15,678 Rocksteady – £463.03 Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) EE - School Orienteering & Cross-Curricular Web.pdf (dropbox.com)	2 3 4
Financial support for trips	To help with families who are receiving the pupil premium grant - 50% subsidy on costs for all trips £7000	2 3 4
HAF programme	Research has shown that the school holidays can be pressure points for some families. For some children this can lead to a holiday experience gap, with children from low-income households being: -less likely to access organised out-of-school activities -more likely to experience 'unhealthy holidays' in terms of nutrition and physical health	2 3

	<p>-more likely to experience social isolation https://www.gov.uk/government/publications/holiday-activities-and-food-programme/holiday-activities-and-food-programme-2021 £135</p>	
<p>Run nurture groups and ELSA for vulnerable children</p> <p>Two ELSAs employed</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) Soft' landings for children to start the day</p> <p>£16,421.56 – ELSA group – HLTA and FLO</p>	<p>2 3 4</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>Assistant Headteacher to monitor and evaluate children's attendance. To strategically lead on improving attendance to >96%. £8,780.45 EWO to lessen percentage of persistent absentees through monitoring and working closely with the families. £5,050.96</p>	<p>4</p>

Total budgeted cost: £233 773.99

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>1 Attainment of Year 6 Pupils In Year 6 the gaps between disadvantaged children (19/79 24%) reaching greater depth and their peers needs to be reduced.</p> <p>Reading: 14.73% to under 10% Writing: 10.48% to under 6%, now 8% Maths: 20.95% to under 12%, now 23%</p>	<table border="1"> <thead> <tr> <th>July 2025</th> <th>Cohort</th> <th>Cohort</th> <th>PP</th> <th>PP</th> </tr> <tr> <td></td> <th>At+</th> <th>GD</th> <th>At+</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>88%</td> <td>52%</td> <td>78%</td> <td>44%</td> </tr> <tr> <td>Writing</td> <td>88%</td> <td>17%</td> <td>78%</td> <td>9%</td> </tr> <tr> <td>Maths</td> <td>93%</td> <td>51%</td> <td>83%</td> <td>28%</td> </tr> </tbody> </table>	July 2025	Cohort	Cohort	PP	PP		At+	GD	At+	GD	Reading	88%	52%	78%	44%	Writing	88%	17%	78%	9%	Maths	93%	51%	83%	28%
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<p>2 Attainment of Years 3 and 4 In Year 3 (18/90 20%) and 4 (24/69 34.7%) the gaps between the disadvantaged children and their peers in writing need to be reduced. Year 3 – 27.78% to under 15% Year 4 – 25% to under 15%</p>	<table border="1"> <thead> <tr> <th>Writing</th> <th>Cohort</th> <th>PP</th> <th>Difference</th> </tr> <tr> <td></td> <th>At+</th> <th>At+</th> <td></td> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>54%</td> <td>30%</td> <td>24%</td> </tr> <tr> <td>Year 4</td> <td>72%</td> <td>52%</td> <td>28%</td> </tr> </tbody> </table>	Writing	Cohort	PP	Difference		At+	At+		Year 3	54%	30%	24%	Year 4	72%	52%	28%									
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<p>3 Extra-curricular opportunities Limited access to life experiences and knowledge of the world particularly for intersectional children who are both PP and SEND</p>	<p>All PP children were offered a free after school club – 100% take up Encouraged to take on school roles – saw a greater number participate (see tracking) Specific Bookfest trip for PP children – free Intersectional children had 1-1 conferencing weekly Books provided OPAL wellies provided Soft start and Breakfast Club offered – taken up by 3 families</p>																									
<p>4 Emotional Wellbeing Emotional/social/behavioural difficulties which impact on pupils' ability to focus on learning (including confidence, self-regulation, and resilience)</p>	<p>Wellbeing Champions introduced, trained and offering support at lunchtimes Staff PANDA training – 7.5.25 (all staff inc TAs and HLTAs) Positive Behaviour Techniques – 2.10.25 - TAs and HLTAs SEND – SEMH – 7.5.25 Staff Attachment and Trauma training (all staff inc TAs and HLTAs) SEND and PP Pupil Voice group in every year group monitoring visit</p>																									

<p>5 Attendance Low attendance of PP children</p>	<p>Whole school attendance – 95.8% PP attendance – 94.1% (was 91.6%, with 4.3% gap in 2023-24)</p>
<p>6 Early Reading Ensure that our disadvantaged children's access to books and support for reading is the same as their peers</p>	<p>Every Pupil Premium child received extra world book day books. 5 families received 30 books.</p>