# ASTON AND COTE CHURCH OF ENGLAND PRIMARY SCHOOL

# PUPIL PREMIUM REPORT

This report should be taken and used as part of Aston and Cote's overall strategy and implemented within the context of our vision, instrument of government aims, and values of a Church of England School. Aston and Cote is a Church of England School which celebrates a love of God and puts the Christian ethos at the centre of all that it does.

## 2026 - 2027

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| **Signed:** | **Headteacher** |
| **Signed:** | **Chair of Governors** |
| **Date:** | **Date of next review: September 2027** |

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## Pupil premium strategy statement

2026-2027 is year 2 of this three-year plan

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 Sept 2026 |
|---|---|
| School name | Aston & Cote CE Primary School |
| Number of pupils in school | 210 (N – 6) |
| Proportion of Pupil Premium Pupils | 9% (19 children) |
| Proportion (%) of Service Pupils | 3% (7 children) |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2025/2026 to 2027/2028 |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | September 2026<br>September 2027 |
| Statement authorised by | Melody Chadwick, Headteacher |
| Pupil premium lead | Melody Chadwick, Headteacher |
| Governor lead | Natasha Gray lead for disadvantaged pupils |

## Funding Overview

| Detail | Amount |
|---|---|
| Pupil Premium Funding<br>Service Funding | £21,700<br>£2,160 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £23,860 |

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

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| At Aston & Cote CE Primary, we aspire to be the people God created us to be by growing the talents He gave us. Through high-quality teaching, targeted support, and high expectations, we ensure disadvantaged pupils thrive, overcome barriers, and achieve personal excellence, preparing confidently for future learning. |

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1. | **Attainment gaps between disadvantaged and non-disadvantaged pupils**<br>Despite significantly narrowing the gap over the past two years, data has shown that there is still a slight difference in attainment in some year groups for those pupils identified as pupil premium. We have found that in reading 79% of PP children are at the expected level for their year group compared to 87% for the whole school. In writing 58% of PP children are at the expected level compared with 78% for the whole school and 61% of PP children are at the expected level for SPaG compared with 75% for the whole school. |
| 2. | **Reading Opportunities**<br>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally do not read regularly at home. This negatively impacts their development as readers. Fluency in reading, including basic phonics application, vocabulary recognition and comprehension act as a barrier to understanding across the wider curriculum. |
| 3. | **Oral language and social skills of children entering EYFS**<br>School data shows that disadvantaged pupils entering school have skills below that expected for their age and particularly in the strand of communication and language and PSED. This impacts on their development in other areas. |

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| 4. | **Emotional and Social Difficulties**<br><br>Our assessments, including observations and discussions with pupils and families, have identified social and emotional issues for many of our disadvantaged pupils, notably due to the current financial situation and a lack of enrichment opportunities outside of the school environment. |
| 5. | **Cultural Capital Experiences**<br><br>Lack of cultural capital experiences inhibits access to and engagement with the curriculum. This results in lower aspirations and outcomes. Our observations and discussions with pupils and families have identified social and cultural inequalities for many pupils, notably due to a lack of enrichment opportunities. |

## 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 |
|---|---|
| 1, Disadvantaged children will achieve in line with non-disadvantaged children. | • Increase the percentage of disadvantaged pupils achieving age related expectations (ARE) or greater depth in core subjects |
| 2, Improved reading attainment among disadvantaged pupils. | • By 2027-2028 KS2 reading outcomes will show that the % of disadvantaged pupils who meet the expected standard in reading is in line with non-disadvantaged pupils. |
| 3. Improved oral language in our youngest learners | • Improved proportions at the expected standard at the end of nursery and reception in the strand of communication and language.<br>• By 2027-2028 pupils entering reception from our school nursery will have language skills typically expected for their age. |
| 4, Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | • By 2027 – 2028 evidence of improved wellbeing of disadvantaged pupils by:<br>• Positive impact data from ELSA interventions<br>• Reduction in behaviour incidents related to social/emotional needs<br>• Stakeholder survey feedback |

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|---|---|
| 4. Lack of cultural capital experiences inhibits access to and engagement with the curriculum. | • Cultural capital experiences (visits and visitors included) are planned and embedded in our curriculum. A wide range of free (or very low cost) extra-curricular activities are available to all pupils.<br>• All school visits are accessible to all pupils. |

## Activity in this Academic Year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£3,730**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Purchase of standardised diagnostic assessments.<br><br>Training for staff to ensure assessments are interpreted and administered correctly. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:<br>Standardised tests \| Assessing and Monitoring Pupil Progress \| Education Endowment Foundation \| EEF | 1, 2 |
| Further development of the PSHE curriculum - including purchasing of resources, staff training and monitoring/reviewing of the subject to improve the quality of social and emotional learning. | EEF evidence (Social and Emotional Learning) - 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) | 1,2,4 |
| Parent learning opportunities are planned throughout the year to engage all parents and equip them with the skills to support their child's learning at home. | EEF guidance (Effective Professional Development) | 1, 2, 3 |
| Continued development of RWI phonics across EYFS and KS1<br><br>Development Day training for Reading Leader & EYFS & KS1 staff | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily word reading), particularly for disadvantaged pupils: | 1, 2, 3 |

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|---|---|---|
| Continued investment in phonics -based reading books for home reading in EYFS/KS1 and quality reading books for KS2 | Phonics \| EEF (educationendowmentfoundation.org.uk) | |
| Wellcomm Training for staff in EYFS | Wellcomm significantly increases the development of language skills.<br>Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a year.<br>Communication and language approaches \| EEF | 3 |
| Extend nurture provision to ensure all pupils who need it can access it | 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):<br>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk) | 4 |

## Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£14,560**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Intervention groups to improve reading fluency and comprehension skills for disadvantaged | Reciprocal reading interventions can have a positive impact on pupils' reading skills.<br>Reading comprehensions strategies involve the teaching of explicit approaches and | 1,2 |

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|---|---|---|
| pupils who are not fully engaged in reading for pleasure<br>Fresh Start | techniques a pupil can use to improve their comprehension of written text.<br>Reading comprehension strategies \| EEF (educationendowmentfoundation.org.uk) | |
| Teachers, HLTAs and TAs provide interventions to ensure identified gaps are addressed. Enhancement of teaching & learning provision to ensure structured interventions, small group tuition and one to one support. | EEF guidance (Teaching and Learning Toolkit) EEF guidance (Improving Literacy in KS2) outlines the vital importance of language development to attainment & progress. Raising opportunities for talk and language development in school, through targeting vocabulary development, has been shown to help overcome such barriers where this is not happening in the home. EEF guidance (Improving Mathematics in KS2 and 3) | 1,2,3 |
| Early Bird Maths sessions targeted at disadvantaged pupils who require further Maths support. | Working in a small group provides pupils with the opportunity to take responsibility and play an active role in their own learning.<br>Improving Mathematics in Key Stages 2 and 3 \| EEF (educationendowmentfoundation.org.uk) | 1,2 |
| Delivery of sessions by trained ELSA to support emotional development and promote positive mental health and wellbeing. Bespoke sessions for individual children. | Emotional literacy is a process concerned with developing pupils' skills in recognising, understanding, expressing and managing their own and others' emotions. EEF research (Primary SEL) has shown that this is considered to be essential for pupils' academic achievement, mental health and relationships. | 4 |
| Delivery of Wellcomm in N-Y1 to promote early language development | WellComm helps identify children who may have speech and language development issues early on, making sure they get the support they need when it matters most. Closing the language gap with their peers | 3 |

## Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£4,710**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Attendance campaign to encourage classes to work together to boost the average attendance for all pupils.<br><br>In line with this, the importance of attendance and punctuality is highlighted to all stakeholders to build a united approach to improving attendance.<br><br>Rewards include Attendance Ted,<br><br>Parent questionnaires to build a strong relationship with parents who do not engage with the school as much as others.<br><br>Extra-curricular clubs free to PP children as well as breakfast, after school club and holiday club | The DfE Guidance (Improving School Attendance) - has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. EEF evidence (Parental Engagement) | 1,2,3,4 |
| Defined cultural capital experiences of children throughout their journey at Aston and Cote Church of England School to help the children reflect on their experiences and apply the valuable skills learned in their next step of education.<br><br>Building on the work in the previous academic year, we will look to increase visits to our local library and invite authors into school to continue the promotion of reading for pleasure in our school. | Effective T&L | 1,2,3,4,5 |

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|---|---|---|
| Extension of school day to ensure there is a dedicated “soft landing” each morning for all pupils<br><br>Extracurricular clubs free to PP children as well as breakfast, after school club and holiday club ensuring they have access to a wide range of activities | In addition to providing academic support, some school programmes aim to provide stimulating environments and activities or develop additional personal and social skills. These programmes are more likely to have an impact on attainment than those that are solely academic in focus.<br>Extending school time \| EEF (educationendowmentfoundation.org.uk) | 1,2,3,4,5 |
| Thrive to be rolled out whole school. | Thrive is an evidence-backed way to identify children and young people’s social and emotional needs earlier, respond with confidence and improve inclusion, attendance, behaviour, wellbeing and readiness to learn. | 1,4 |

**Total cost:** **£23,000**

# 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 2025 to 2026 academic year.

**Summary of PPG allocation spending in 2025 -2026**

- Reading interventions for targeted groups/individuals
- RWI phonics training for KS1 staff
- Subsidising/paying for educational trips & other school activities
- Providing school uniform
- On-going training/ supervision for an HLTA to work as an Emotional Literacy Support Assistant; funding to provide 1:1 or small group nurture sessions
- Employed HLTA for forest school sessions & nurture
- Thrive training attended by two professionals
- Nursery and Reception key staff attended Wellcomm training

Our internal assessments during 2025/26 demonstrate that the performance of disadvantaged pupils shows an improving picture throughout the school.

We are delighted that our quality first teaching, astute use of AfL and whole-school experience are impacting positively on children's outcomes. Maintaining a high-quality curriculum and implementing a range of strategies to support pupils' academic abilities and well-being have resulted in raised outcomes throughout the school

Overall attendance in 2025 - 2026 was higher than in the preceding years. Implemented strategies are having an impact on raising attendance throughout all year groups. PP children's attendance is above national average PP attendance and above non-PP attendance.

We are aware that many children in receipt of PP funding have experienced significant trauma or dealt with specific social challenges over the past year. We have used pupil premium funding to provide wellbeing support for those pupils, and targeted interventions where required.