Pupil premium strategy statement – Aycliffe Drive Primary School

This statement details our school's use of pupil premium (and recovery 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	327
Proportion (%) of pupil premium eligible pupils	25.4% *83 children eligible for Pupil Premium funding*
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)**	2026-27 to 2029-30
Date this statement was published	November 2026
Date on which it will be reviewed	November 2026
Statement authorised by	Katie Atkinson
Pupil premium lead	Katie Atkinson
Governor / Trustee lead	Isabelle Gos Kelly King

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,125
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£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*	£108,500

Part A: Pupil premium strategy plan

Statement of intent

The recent IDSR data shows our school percentage of FSM6 pupils is close to the average at 26.87%. The local area FSM6% is 29.04. This year we have calculated our disadvantaged total to be 83 pupils at 25.4%.
We believe that all pupils, irrespective of their background or the challenges that they face, should make good progress and achieve high attainment across all subject areas. We believe strong foundational knowledge is key for high-quality education and later success. There is a particular focus placed on our disadvantaged children to ensure that we mitigate against any barriers to achievement and diminish any attainment or progress differences between groups of children.

We design a sequential curriculum based on the context of our cohort and community, inclusive of any individual need. This is a spiral curriculum across 2-years to ensure coverage of the intended knowledge and skills in all classes and curriculum areas. Our curriculum provides children with the knowledge they need for subsequent learning, which is regularly reviewed and refined. We want children from all backgrounds, to have high aspirations for themselves and their future. The intention of our high-quality teaching, SEND provision, targeted intervention, first quality teaching and SEMH support is for all children to leave Aycliffe Drive equipped with the skills to overcome barriers to learning and access opportunities to develop cultural capital.

In line with our culture of having high aspirations for all pupils, we systematically monitor the progress and attainment of our children with the clear aim that all children succeed. We use several diagnostic assessments to identify gaps in learning and to formulate strategies based on our analysis. Our raising standards plan focuses on pupil studies, with deliberate allocation of vulnerable children from each class.

We ensure that disadvantaged children are a high priority for all leaders and staff across the school. This is evident in our most recent School Improvement Plan 26-27 (priorities 2, 3 and 4). We prioritise building fluency of foundational knowledge that allows children to be confident and successful with their learning, acting swiftly where there is need for additional provision. This provision is closely monitored to ensure agreed outcomes are achieved. There is flexibility in this provision to ensure that it continues to provide impact.

We have identified several challenges for learning that include 1. poor communication and language skills, 2. early English skills: phonics/reading/writing (EYFS/KS1), 3. early mathematical number skills (EYFS/KS1), 4. low attendance, 5. SEND and 6. Securing foundational knowledge across KS2

By focussing on these challenges, our intention is for disadvantaged pupils to “keep up with” non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers. Our aim, to ensure the best possible outcomes for disadvantaged and/or vulnerable pupils, is for our intention to be lived not just documented.
In the report below are details regarding the individual challenges and the intended outcomes.

Challenges

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

Challenge number	Detail of challenge
1	We recognise that talking is an essential part of everyday existence and the need for oracy development across all pupils is a vital part of learning (school improvement priority). Assessments, observations and discussions with pupils show underdeveloped oral language skills and gaps in vocabulary among many disadvantaged pupils. 2025-2026 EYFS data show 100% of Pupil Premium achieved expected for Communication and Language and this was a result of the interventions performed through the year. Yet this was not translating into other Literacy areas: Reading and Writing. It was identified through research from the Writing Framework, more CPD and pupil focus needed to be implemented for oral rehearsal of sentences with the expectation of this starting in Nursery.
2	Data from 2025 – 2026 saw an increase for overall cohort in GLD to 65%, which was an increase of 12% from the previous year. However, the two Pupil Premium cohort were slightly under this at 62.5% children achieving GLD due underachievement in writing. This is a school priority – to further improve foundational skills in all core subjects. Year 1 phonics data has increased to 86.7%. However, the number of pupils passing that are disadvantaged was 60% - this is down 3% on the previous year.
3	Internal data indicates from Y1-5 for 2025-2026 attainment, disadvantaged pupils are underperforming in the following areas: Year 1 – writing and combined 40% Year 2 – writing 50% and combined 40% Year 3 – reading, writing and maths – resulting in combined 38.5% Year 4 – writing, maths and combined 50% Year 5 – writing & maths 38.5% and combined 23.1% As a result of pupil voice, it was identified that pupils (particularly by those in KS1 and early KS2) struggle with applying the basic punctuation and sentence structures to form cohesive sentences and/or paragraphs of writing. In maths, the language of reasoning questions prevents pupils from understanding the question format and interpreting the information and operation needed to calculate accurately.
4	The 2025-2026 IDSR analysis of FSM6 attendance is at 90.3% compared to the national of 92.3%. This attendance has increased further from the previous years of 87.7% (23-24) and 89.9% (24-25), thus showing strategies are having impact. So far for academic year 2025-2026, attendance for pupil premium children stands at 94.6% and EYPP at 93.6%. *Persistent absence for FSM6 remains above the national average at 33.3% vs the national average of 25.3%. This has decreased compared to the 24-25 data of 46.8% and 40.3% in 2023-24.*
5	RWM Combined data at the end of Key Stage 2 improved for the overall cohort to 62%. The Pupil Premium cohort achieved combined at 50%, which was a significant increase from the previous year of 25%. This was a percent above the national average; however, the 3-year trend shows the cohort performing lower at 34% vs 47% (national average). In the individual areas of reading, writing and maths, our Pupil Premium cohort are at the following: - Maths is close to average 68% vs 75% national average. - Writing is close to average 50% vs 60% national average - Reading is close to average 71% vs 75% national average In all three areas the IDSR shows we below non-sig in comparison to other similar schools. Pupil studies show the need for strong foundational skills to be embedded in the following areas: 1. Spelling – high frequency words and common spelling patterns. 2. Simple sentence structure – particularly use of capital letters and subject-verb agreement. 3. Place value knowledge and application across different mathematical concepts. 4. Effective strategies for adding and subtraction. 5. Multiplication facts. 6. Reasoning questions – linked to understanding of mathematical vocabulary.

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 communication and language attainment in Nursery and Reception, transferred into secured writing criteria ready for Year 1. Pupils use good standard English when articulating answers/ideas/opinions across the school.	Nursery target of 100% is achieved in C&L of Pupil Premium children targeted to be on track. To diminish the gap at Reception level for &L with the aim to target Pupil Premium focus group through specific intervention focusing on identified need. Through pupil studies, children form coherent answers, through the application of standard English.
Improved GLD attainment for overall cohort, inclusive of improved data for disadvantaged pupils. Improved Phonics attainment data, raising the overall data and that of Pupil Premium data. Both at Year 1 and Year 2 retakes. Improved teaching of number facts and patterns at Reception level by joining the RISE programme	At the time of the published strategy, those with Pupil Premium funding have been targeted for GLD, with potential PP children being a focus to aim to keep up with peers. Some PP pupils in Reception have arrived with unidentified needs, therefore it is not realistic that all pupil premium will achieve GLD. Target of 64% (7/11) for disadvantaged pupils in phonics is achieved. Identify pupils in Reception to work on number acquisition and language.
Improved Maths data at KS1 & KS2 standards.	To diminish gaps across all year groups – disadvantaged verses non-disadvantaged. Aim to be above disadvantaged national data. Children make excellent progress and achieve targets
Increased whole school attendance, through targeted strategies to improve persistent/severe absence of disadvantaged pupils.	The target to be in line with or better than the National Average of 95% is achieved. IDSR data November 2026 indicates a further year's trend of attendance data improving. Disadvantaged attendance data aim to be above 92%. Persistent absence to decrease below the national average of 25.3%.
All children from disadvantaged backgrounds with SEND or SEMH will achieve success from their starting points in all key stages.	Pupils with SEND will access the curriculum with appropriate adaptations or in rare cases their individualised curriculum. Pupils with SEND will make good progress from their starting points across specific or all areas of the curriculum. Pupils with SEMH will feel less anxious about school. Evidence of strong foundational knowledge being taught through First Quality Teaching and pupils achieve induvial targets.
Improved data across KS2 and there is evidence for those not on track to secure knowledge through appropriate action, thus making suitable progress from their starting points.	Lesson studies demonstrate a strong emphasis on teaching and securing foundational knowledge/skills as stated above. Disadvantaged pupils in Y4 will pass the Multiplication Test, ensured through targeted intervention. Data in the three areas at the end of Year 6 is a focus and aim to be in line with the national average.

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: £ 43,956

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the ambition and clarity of the curriculum to ensure pupils – particularly disadvantaged - achieve well, building on prior knowledge and focusing on the foundational knowledge and skills. Working with advisors from HfL to work with leads on the following areas/subjects: EYFS, English, Maths, Geography. Working with a HfL EYFS adviser to implement necessary foci and training for all practitioners. Building CPD to work with leads and teachers to implement effective lessons based on the curriculum intent and overview/progression of each subject.	**Education Endowment Foundation Effective Professional Development Guidance Report**. 'There is evidence that it is the quality of teaching that can make the biggest difference to children's learning.' 'Ensuring that teachers are provided with high-quality Professional Development is therefore crucial in improving pupil outcomes' Recent Ofsted inspection highlighting what the school needs to do better so as not to disproportionately impact on disadvantaged/vulnerable children. Building Strong Foundations guidance from Ofsted October 2024. Ofsted Toolkit basing the SEF to coincide with current format and ensuring aim on disadvantaged pupils/SEND/CKSW.	1-5
Bespoke CPD sessions & Coaching sessions to develop high quality teaching. Professional Development is evidence based. This includes building knowledge, motivating staff, developing teaching techniques and embedding practice Professional development aligns with the needs of the school and individuals.	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. **– EEF Menu of Approaches** EEF guidance reports used in CPD sessions and through targeted support to further improve First Quality Teaching and extra provision. Ordinarily Available Provision – focusing on teaching and learning for pupils with SEND Double Disadvantage Sutton Trust – looking at breaking down barriers to opportunity.	1-5
Disadvantaged pupils receive necessary support in class to keep up with the national standard at which they are working or make progress to achieve their personal target – if needs of a pupil mean they are working lower than age-related.	The Return of the Progress Scores - tracking progress of pupils focused on the combined and strive for accelerated progress. Use of the ASP and IDSR to analyse school performance and data specific to pupil premium.	1,2,3,5

To embed a whole school approach on the importance of deliberate practice and securing foundational skills of learning. Introduction of the Maths Hub RISE programme across Reception and KS1	Building Strong Foundations guidance from Ofsted October 2024. The Writing Framework – training delivered focused on the framework and the necessity to secure transcriptional skills. Evidence indicates that strong curriculum and teaching have greatest impact on children who begin school with the lowest starting points. Mark Making Matters – building on writing from nursery and beyond Mastering Number in Reception and KS1 blog by Doug Harmer	1,2,3,5
Provision of a specialist member of staff to support identified children with regard to social, emotional and mental health /wellbeing To help children label and recognise emotions and to self-manage/self-regulate	**Improving Social and Emotional Learning in Primary School-Guidance Report EEF** There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income **EEF Toolkit** Social and Emotional Learning-moderate impact for very low cost	1-5
EYFS to support with high-quality interactions though adult-led and child-initiated activities – developing communication and language approaches and achievement.	Advisor meetings with subject leaders where subject and age appropriate has been discussed and incorporated into planning. Department for Education publication: Giving every child the best start in life.	1,2,3
To support members of staff to complete NPQ programme which will increase their knowledge and understanding of how to strategically develop the school's practice in teaching and learning and the Early Years.	Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches – EEF Menu of Approaches	1,2,3,5

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

Budgeted cost: £53,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attention Autism/ targeted group of Reception and KS1 pupils. Wellcomm assessment have been carried out with all Nursery aged children for early identification of needs. NELI with a group of identified pupils to identify early language difficulties and to improve children's language skills. Black Sheep with a group of children in year 1 to improve developmental language disorder and speech and communication needs.	We have observed significate measurable progress with our pupils after using Attention Autism, Wellcomm, NELI and Black Sheep successfully over the past 2 years. Evidence available.	1,4,5
Provision of focused and intensive phonics support to pupils who have not made the expected level of progress within Reception, Y1 or Y2. Forward with Phonics Programme and HLTA intervention	**Phonics | Teaching and Learning Toolkit | EEF** *Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:*	1,4,5
Daily reading and reading groups supported by specialist staff and TA.	Reading results are improving but continue to be below or just in line with the national average. National Standard across most year groups needs to improve, as data shows significantly lower than national average.	1, 2,4,5
To implement the Essentials Maths higher level package, which provides diagnostic testing for pupils, identifying gaps in learning so that support can be targeted. Maths Hub RISE programme to improve fluency skills and build on maths vocabulary to support reasoning UCAN maths intervention supporting pupils at Key Stage 2 who have not secured foundational skills. Rapid Maths programme – same as above at Key Stage 1 standard	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: **Mathematics guidance Key stages 1 and 2** The EEF guidance is based on a range of the best available evidence: **Improving Mathematics in Key Stages 2 and 3** *When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups.*	2,3,5
Working with individuals and small groups of pupils with SEMH needs and liaising with outside professionals.	Further training for mental health lead. Engaged MHST practitioner to work with children and families one day a week. The school have purchased Dacorum Family Links Support Services to work with families with specific needs. Mental Health lead has completed ELSA training in July 2024 and is currently engaged in supervision. ELSA's aim is to make children happy in school and to reach their	1,4,5

	potential socially, emotionally and academically. They understand the barriers to learning and help children to find solutions. Mental health lead also completed DfE Senior Mental Health qualification.	

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

Budgeted cost: £ 11,*109*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cultural capital Forest and outdoor learning activities for Nursery onwards (EYFS teacher completing qualification in Forest School)	Outdoor opportunities for all areas of the curriculum are provided to reinforce learning, including forest school experiences for PPG children. Progress is improved because of better speech and language, including improved vocabulary. Outdoor learning enables all children to achieve with a degree of challenge, assessing risks, building confidence and self-esteem and encouraging the perseverance that will help to build resilience.	1-5
Securing good attendance for all pupils including those with pupil premium and other vulnerable children	Aycliffe Drive regularly analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place. Securing good attendance is not seen in isolation at Aycliffe Drive and involves the identification of barriers, building strong relationships with families, sometimes involving Dacorum Family Support, addressing any behaviours, bullying, SEN needs, pastoral and mental health and wellbeing and effective use of resources including pupil premium. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Leadership use of WONDE by the DfE to make comparisons and further improvement.	4
SENCo soft start for pupils who are reluctant to come into school. x3 weekly attention autism	20-minute club, run by the SENCo, for a small number of children where they carry out interesting activities that will encourage them into school on time.	4,5
Breakfast club for 3 pupils for whom we have made this provision to improve attendance with breakfast club leader (school teaching assistant)	Breakfast club provided free for targeted children to improve their attendance and provide them with an enjoyable start to the day.	4,5
Doodle subscription for SPAG/Reading/Maths/Time Tables Literacy toolbox: Reading fluency	Targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. 1:1 computer application with a diagnostic assessment device to create a bespoke programme to address gaps in knowledge and allow deliberate practice.	1-5

Total budgeted cost: £108,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance data has continued to improve over a 3-year trend according to data in the IDSR. 23/24: 87.7% 24/25: 89.4% 25/26: 90.0%. This is still under the National Average of 92.4%, yet the gap is closing and shows relative improvement.

In 2025 KS2 data reveals that 25% (3 out of 12) of disadvantaged pupils were working at the National Standard for combined reading, writing and maths standard (Aycliffe Drive 25%; national 47%). In 2026 this improved to 50% with the national average at 49%. The 3-year trend is below the average (AD 34%; National 47%) and is below in banding but non-significant.

Reading at the expected standard is close to the national average and shows a non-significant banding (School 56%: National 63%). Our school context versing that of similar school comparison is below but at a non-significant banding. The gap trend demonstrates that the performance difference is narrowing in comparison to the previous year.

The progress measure in Reading has no meaningful change and is close to the average.
Overall cohort (School -0.2: National 0.0)
Disadvantaged cohort (School -0.9: National -0.7).

Writing at the expected standard is close to the national average and shows a non-significant banding (School 50%: National 60%). Our school context versing that of similar school comparison is below but at a non-significant banding. The trend does not demonstrate any meaningful change. However, the percentage of disadvantaged pupils achieving at the national standard has fallen by 8% from the year before.

Maths at the expected standard is close to the national average and shows a non-significant banding (School 50%: National 62%). Our school context versing that of similar school comparison is below but at a non-significant banding. The trend does not demonstrate any meaningful change.

The progress measure in Maths is on a declining trend, and this has been noticeable via internal data. The gap has shown a widening trend with the 2026 data. The information for actions in place is detailed in the report below.
Overall cohort (School -1.8: National 0.2.
Disadvantaged cohort (School -2.9: National -0.9).

GPS at the expected standard is close to the national average and shows a non-significant banding (School 50%: National 61%). Our school context versing that of similar school comparison is below but at a non-significant banding. The trend does not demonstrate any meaningful change.

The Pupil Premium and overall Key Stage 2 lead for the school is the Headteacher and continues to drive standards focused on combined data at the national standard. This is indicative for all year groups across the school.

Externally provided programmes

None.