

Pupil premium strategy statement – Aveley 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	401
Proportion (%) of pupil premium eligible pupils	24%
9	2025 - 2028
Date this statement was published	31 st August 2026
Date on which it will be reviewed	31 st August 2027
Statement authorised by	Sinead Viner
Pupil premium lead	Lewis Irons
Governor / Trustee lead	Tara Frankland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,995.00
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>	£146,995.00

Part A: Pupil premium strategy plan

Statement of intent

At 'Aveley Primary School' our intention is to ensure that all pupils, irrespective of their background or barriers to learning, will make outstanding progress across the entire curriculum whilst securing the skills and knowledge in line with national expectations. Through outstanding teaching, robust assessment and a broad curriculum, all pupils will be given the tools to succeed ensuring no pupil is denied an opportunity to achieve success. Teaching staff and governors retain the highest aspirations for all pupils and collaborate to help all pupils achieve their full potential. This strategy specifically targets those disadvantaged pupils; aiding their learning journey and challenging those exceeding the national standard.

Removing barriers to learning remains a firm commitment at Aveley Primary School. Through high quality teaching and robust assessment, a focus can be placed on those pupils who require greater levels of support whilst challenging those high attaining pupils. This is supplemented with wider strategies, included targeted interventions, to support the development of language, vocabulary and curriculum-wide skills. An emphasis is placed on attendance, while building strong relationships with parents as a support network for pupils. This approach ensures all pupils, including disadvantage and non-disadvantaged, are supported and continue to make outstanding progress; closing barriers between pupils and raising the attainment of all pupils, notably those disadvantaged.

We believe that it is important that all children have access to curriculum enhancements such as educational visits and extra-curricular opportunities, ensuring there is no barrier to any pupil, including disadvantaged pupils, fulfilling their potential.

Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress of PPG and non-PPG pupils is not aligned and gaps in learning need to be closed.
2	Attendance of disadvantaged pupils, with a specific focus on those who are persistently absent.
3	Disadvantaged pupils access and opportunity of experiences outside of the curriculum.

4	Parental engagement is variable across the school.
5	Support for all pupils completing homework regularly.
6	Pupils in receipt of pupil premium funding vary when regulating their emotions.

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
Teaching and learning are effective for all pupils and disadvantaged; disadvantaged pupils perform well across the school in line with their peers. Children make accelerated progress that enables them to close the attainment gap with their peers.	- Teaching to be effective across the curriculum. - Progress across all subjects to be accelerated through effective teaching. - All additional needs are identified and supported by effective teaching. - Attainment, at a minimum, is in line with national expectations. - End of key stage attainment is significantly above national expectations.
Attendance of all pupils, including those who are disadvantaged, will improve to at least the national average.	- Persistence absence reduced below national average. - Overall school attendance to be above national average.
All pupils, include those who are disadvantaged, have equal access to opportunities both within the classroom and extra-curricular.	- All pupils can attend events, clubs and extra-curricular trips. - Payment plans available to support families.
Opportunities for parental engagement to improve, and become confident to support their child/ren with their learning.	- Parent workshops to support their learning of the curriculum are well attended. - Access to 'live lessons' to immerse parents in the teaching and learning of the school - attendance is good. - Themed days and collaborative activities for parents and pupils – uptake and engagement is good. - Weekly assemblies that include parent invitations- attendance is good.
All children, including those who are disadvantaged, have equal access and opportunity to complete homework set by the school.	- All pupils have access to the same homework platform within their year group. - Laptops available to use for those who do not have access to one. - Additional homework clubs and support available to all pupils,

	including those who are disadvantaged.
Pupils can emotionally regulate themselves and ask for support.	- Consistent behaviour management techniques used across the school. - Access to social stories to support learning and regulation. - Positive learning behaviours are praised and rewarded. - Mental health champions; peer support to help support and regulate.

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: £114,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff development, coaching and development focussed on ensuring quality first teaching is effective. CPD plan is clearly planned and delivered by senior staff.	EEF states that: The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1, 2, 3, 5, 6
All current ECTs to have successfully completed training and are able to deliver teaching and learning required.	'The early career framework (ECF) reforms will create a step change in support for early career teachers, providing a funded entitlement to a structured 2-year package of high-quality professional development. The reforms are part of the government's teacher recruitment and retention strategy, which aims to improve the training and development opportunities available to teachers.' Gov.uk Teacher recruitment and retention strategy - GOV.UK	1, 2, 3, 5, 6
Senior leaders deliver workshops for parents to enable them to support their child.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	1, 2, 4, 5

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language link groups lead by experienced LSA.	Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom - they include dialogic activities. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1
Read Write Inc 1:1 additional sessions	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Pastoral support	‘Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways. A learning behaviour can be thought of as a behaviour that is necessary in order for a person to learn effectively in the group setting of the classroom (Ellis and Todd, 2018). https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1, 2, 4, 6
Words First- speech and language therapy delivered by a speech and language therapist.	High quality targeted support can ensure that children falling behind catch up as quickly as possible. Small-group support is more likely to be effective when children with the greatest needs are supported by the most capable adults; adults have been trained to deliver the activity being used; and the approach is evidence-based and has been evaluated elsewhere. In addition to using evidence-based programmes, some specialist 1 6	1, 2

	services are likely to be best delivered by other professionals, such as speech and language therapists. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years	
Counselling/ Social emotional support.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 4, 6
Screening resources for reading difficulties. SENCo to administer	Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1
Online programmes used for homework that are tailored to the stage the children are learning at.	Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1, 5
Additional Educational Psychologist visits	Access to specialists is limited. Additional visits from a specialist enables the school to better support individual needs. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	6
Small group intervention focused on	High quality targeted support can ensure that children falling behind catch up as quickly as possible. Small group tuition has an average impact of four months' additional progress over the course of a year.	

reading, writing and maths	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
SATS boosters. Children being taught by teaching staff.	Small-group support is more likely to be effective when children with the greatest needs are supported by the most capable adults; adults have been trained to deliver the activity being used. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker to support families with attendance and other issues preventing achievement.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	1, 2, 6
Pastoral manager support	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	2, 6
Wellbeing support and extra-curricular clubs.	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.	1, 2, 3, 6

Financial support for extra-curricular activities, enabling fair access	Children's learning is enhanced by extra curricular experiences such as visits. Children from disadvantaged backgrounds are less likely to have had these experiences and would be further disadvantaged by not being able to attend for financial reasons.	3, 6
Learning with parents	Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.	4, 5
Breakfast club accessible by children eligible for PPG	Breakfast clubs can support good behaviour. Children who have eaten are better able to concentrate on learning.	1, 2
Homework support focused on reading	Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported. A homework club is a good example of this.	5

Total budgeted cost: £ 146,995.00

Part B: Review of 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.

Pupils on roll and pupil premium grant (PPG) received:	
Number of pupils on roll:	401
Number of pupils eligible for PPG funding:	97
Amount received per PPG pupil:	£1,515
Total amount of PPG funding received:	£146,995
Main focus of PPG spending in 2025-26:	
The focus for spending has been on: • Pastoral support worker – who supports pupils' emotional wellbeing • Increased focus on higher-attaining pupil premium pupils through working with the Brilliant Club as well as wave 2 interventions focusing on the core skills in both English and maths. • Ensuring that all pupils come to school and have access to breakfast in class upon arrival. • Increasing adult support for pupils in reading, writing and maths so that pupils receive additional support that is personalised to their needs. • Enhancing provision for speech and language support for pupils experiencing literacy difficulties through the employment of a speech and language therapist and teaching assistant purchased through Words First. • All EYFS and KS1 staff receiving phonics training and relevant materials purchased. • Ensuring that all pupils come to school on time and leave their academic year meeting national expectations.	
Enhance Provision with Approximate Costs	
SATs Companion and Mirodo	£1,560
Trip contributions	£300
Words First	£31,069

Speech Link	£910
WF EP	£990
Read Write Inc.	£474
Brilliant Club	£933
Adult Support	£114,480

Outcomes for disadvantaged pupils

End of Key Stage Outcomes 2025-26

EYFS

All pupils (60)	68%
PPG pupils (7)	57%

Year 1 Phonics

All pupils (51)	84%
PPG pupils (11)	73%

Year 2 Phonics

All pupils (60)	93%
PPG pupils (11)	77%

Key Stage 2 – Reading

	Teacher Assessment		KS2 SATs Outcomes	
	APS Expected Standard	APS Greater Depth	APS Expected Standard (100+)	APS Greater Depth (110+)

All pupils (49)	96%	53%	92%	43%
PPG pupils (17)	94%	35%	88%	24%

Key Stage 2 – Writing

	Teacher Assessment	
	APS Expected Standard	APS Greater Depth
All pupils (49)	94%	43%
PPG pupils (17)	94%	24%

Key Stage 2 – Maths

	Teacher Assessment		KS2 SATs Outcomes	
	APS Expected Standard	APS Greater Depth	APS Expected Standard (100+)	APS Greater Depth (110+)
All pupils (49)	96%	53%	96%	63%
PPG pupils (17)	76%	59%	100%	41%

Key Stage 2 – Combined

All pupils (49)	90%
PPG pupils (17)	82%

Key Stage 2 – Science

All pupils (49)	96%
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PPG pupils (17)	100%
Intended outcomes for 2026-27 Higher-attaining PPG pupils will continue to be a focus, ensuring that they maintain progress and continue to exceed the expected standard across all year groups. EYFS pupils who are PPG will also remain a key focus, with the aim of closing the attainment gap between PPG and non-PPG pupils. The Multiplication Tables Check (MTC) will be a particular area of focus during the next academic year, with the aim of improving outcomes for PPG pupils and bringing attainment in line with national expectations. We will continue to emphasise the importance of regular attendance and aim to ensure that attendance remains above the national average. This has been identified as a key priority and will be addressed by the Senior Leadership Team, working closely in partnership with the PPG Lead throughout the coming academic year.	

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
Speech and language therapy	Wordfirst
SATs Companion	SATs Companion
Mirodo	Mirodo
	Open door