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# Aston Hall Pupil Premium Strategy Report

**WICKERSLEY PARTNERSHIP TRUST**

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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.

## 1. School overview

<b>School Name</b>	Aston Hall Primary School
<b>Number of Pupils in school</b>	287
<b>Proportion of Pupil Premium eligible pupils</b>	20 (7%)
<b>Academic Year</b>	2024/25
<b>Date this statement was published</b>	September 2025
<b>Date for next review</b>	July 2026
<b>Statement authorised by</b>	Helen O'Brien, CEO, WPT
<b>Pupil Premium Lead</b>	Scott Holmes
<b>Governor Lead</b>	Lisa Thompson

## 2. Funding Overview

<b>Detail</b>	<b>Amount</b>
<b>Pupil Premium funding allocation this academic year</b>	£30,530
<b>Pupil Premium funding carried forward from previous years</b>	£0
<b>Total budget for this academic year</b>	£30,530

## Part A: Pupil Premium Strategy Plan

### Our Ultimate Objectives for Disadvantaged Pupils

Our objective is to ensure that every disadvantaged pupil achieves academic attainment (EXS+) in line with their peers, develops literacy fluency, and benefits from universal access to enrichment opportunities, securing their readiness for secondary school.

Specifically, by the end of this strategy (July 2026), our disadvantaged pupils will:

- **Close Attainment Gaps (EXS+):** Reduce the Expected Standard gap between PP and Non-PP pupils in Year 2 and Year 6 Maths to **below 10%**, ensuring 75% of PP pupils achieve EXS+ in Year 2 Maths.
- **Achieve Greater Depth and Literacy:** Increase the Year 1 Phonics Pass Rate for PP pupils to 80% and increase the proportion of PP pupils achieving the Greater Depth Standard (GDS) in Year 2 Reading/Writing to 10%.
- **Ensure Full Attendance:** **Close the overall PP attendance gap (All vs PP) to 0%**, reversing the current widening trend and reducing the percentage of PP pupils in the 'below 95%' attendance bands.
- **Promote Resilience:** Maintain **zero** permanent exclusions and suspensions for PP pupils, and reduce the number of PP students with more than one negative incident to **below 5**.
- **Build Cultural Capital:** Ensure 100% of PP pupils are supported financially to attend all enrichment and aspirational trips/visits/residential, increasing the overall PP club participation rate by 20%.

### Alignment of the Current Strategy Plan (2025/2026)

Our strategy is an evidence-informed, tiered response focusing intensely on the persistent challenges identified in our data, particularly the significant Maths attainment gap, low GDS attainment, and the acute SEMH needs of a small but highly vulnerable cohort.

The strategy allocates **£7,775** for academic support, focusing on staff time for Maths and Reading GDS interventions, alongside training in **Reciprocal Reading** and the use of digital platforms like Lexia. **£3,541** is invested in literacy and numeracy via **Little Wandle Rapid Catch-Up** and the **Mastering Number** intervention to target foundational fluency. A commitment of **£3,673** funds the dedicated Attendance Lead time to urgently re-establish rigorous tracking and close the widening gap. **£13,281** is dedicated to Behaviour/SEMH support, including the Learning Mentor, Counsellor, and crucial external provision via **Magna Lane** to manage EBSA and acute needs. Finally, **£2,259** is used to fully subsidise all trips and clubs, addressing the previous failure to remove financial barriers.

### Key Principles of the Strategy Plan

The Aston Hall strategy is underpinned by three core, interdependent principles:

- **Targeted Math and GDS Acceleration:** Implementing high-impact academic support (Mastering Number, Reciprocal Reading) to urgently reduce the significant Maths attainment gaps at Key Stages 1 and 2, while specifically targeting strategies to increase attainment at the Greater Depth Standard.
- **Robust Safeguarding and SEMH Management:** Sustaining the tiered behaviour and SEMH system (Magna Lane, Learning Mentor) proven to maintain **zero exclusions** and manage complex EBSA needs.
- **Universal Access Mandate:** Enforcing a non-negotiable principle of 100% **financial subsidy** for all trips and clubs to reverse the previous year's failure to engage.

### Challenges

A forensic analysis of student data drives our plan. This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge Number	Details of Challenge
1	Academic Attainment and Progress Gaps at Expected Standard (EXS+): A significant attainment gap persists in Maths across both key stages. Only 50% of PP pupils achieved EXS+ in Year 2 Maths, compared to 80% overall. The gap is also evident in Year 6 Maths (67% PP vs 89% All).
2	Low Attainment at Greater Depth Standard (GDS) across all subjects: PP pupils rarely reach GDS. In Year 2, 0% of PP pupils achieved GDS in Reading or Writing, and only 17% achieved GDS in Reading and Maths in Year 6.
3	Foundational Literacy Gaps: A significant early reading gap exists, as only 66% of disadvantaged pupils passed the Phonics Screening Check in Year 1, which is below the school's overall pass rate of 84%.
4	Lower Positive Behaviour and Higher Negative Incidents: PP pupils have a lower average of positive behaviour points (10 YTD 25/26) compared to all pupils (17 YTD 25/26). PP students are disproportionately involved in negative incidents, with 42 logged incidents recorded for 9 students.
5	Widening Attendance Gap: Despite high overall attendance, the PP attendance gap has widened <i>year-to-date</i> to -1.3% against the 'All' average (96.6% PP vs 97.9% All). This gap is significantly wider than the +0.1% achieved in 2024/25.
6&7	High Level of Complex SEMH Needs (EBSA) requiring external support: 100% of the pupils who required and accessed external outreach SEMH support (Magna Lane) were identified as Pupil Premium and Looked After Children (LAC), indicating acute needs that act as a significant barrier to accessing education.

## Intended Outcomes & Impact Measures

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	Baseline (from 2025 Data)	Target / Success Criteria (by July 2026)
1. Improve Attainment & Progress	Y2 Maths EXS+ Gap: 30% gap (50% PP vs 80% All). Y6 Maths EXS+ Gap: 22% gap (67% PP vs 89% All).	Reduce the EXS+ gap between PP and Non-PP pupils in Y2 and Y6 Maths to below 10%. Increase the proportion of PP pupils achieving EXS+ in Y2 Maths to 75%.
2. Close Literacy & Numeracy Gaps	Y1 Phonics Pass Rate (PP): 66%. Y2 GDS Reading/Writing: 0% PP pupils achieved GDS.	Increase the Y1 Phonics Pass Rate for PP pupils to 80%. Increase the proportion of PP pupils achieving GDS in Y2 Reading/Writing to >10%.
3. Improve Attendance	PP Attendance YTD: 96.6%. Gap YTD: -1.3% (against All).	Close the overall PP attendance gap (All vs PP) to 0%. Reduce the percentage of PP pupils falling into the "85% - 94.9%" attendance bands.
4. Reduce Extreme Sanctions & Improve Behaviour	Suspensions: 0 for PP pupils (2024/25). PP Negative Incidents: 42 logged incidents for 9 students.	Maintain zero permanent exclusions and suspensions for PP pupils. Reduce the number of PP students with more than one negative incident to below 5.
5. Boost Aspirations & Post-16 Readiness	Club Participation: Variable, e.g., Cheerleading: 4 PP vs	Ensure 100% of PP pupils are supported financially to attend all enrichment and aspirational trips/visits/residential.

	10 Non-PP; Judo: 4 PP vs 13 Non-PP. Trip Subsidy: PP funding only for Y5/6 Residential.	Increase the overall PP club participation rate by 20% across the year.
<b>6. Increase Engagement in Enrichment</b>	N/A (Data included in Outcome 5)	N/A (Included under Outcome 5)

## Activity in this academic year

Our strategy is underpinned by significant financial investment, targeted directly at the challenges identified. This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above. This includes teaching, targeted academic support and wider strategies.

Financial Breakdown by Strategic Priority	Key Activities Funded	Budgeted Cost	Activity & Evidence Base
<b>Attainment &amp; Academic Support (Challenge 1 &amp; 2)</b>	Intervention staff time for targeted academic support (Maths, Reading, GDS). Reciprocal Reading training/resources for KS2. Targeted use of digital platforms like Reading Plus / Lexia. Pre-teaching and guided reading groups.	£5,678 plus £2,097	EEF guidance supports Reciprocal Reading and Guided Reading (Reading Comprehension Strategies: +6 months' progress). Pre-teaching key concepts builds confidence, addressing gaps efficiently.
<b>Literacy &amp; Numeracy (Challenge 3)</b>	Implementation of Little Wandle Rapid Catch-Up. Specialist-led small-group phonics tutoring. Daily supported reading. Mastering Number and number fluency interventions.	£3,541	Structured Synthetic Phonics programmes like Little Wandle are proven to accelerate progress (+5 months). Mastering Number focuses on foundational fluency for Maths (EEF).
<b>Attendance &amp; Punctuality Drive (Challenge 5)</b>	Dedicated Attendance Lead time for rigorous tracking and data analysis. Targeted support/interventions for persistently absent families.	£3,673	Rigorous tracking and monitoring are essential for early identification and intervention, directly addressing the recent widening of the attendance gap.
<b>Behaviour &amp; SEMH Support (Challenges 4, 6 &amp; 7)</b>	Targeted support from Learning Mentor/Counsellor. Funding for external support provision (Magna Lane). Bespoke resources for positive behaviour reinforcement (e.g., specific rewards).	£13,281	External provision is crucial for complex needs, managing the EBSA barrier (EEF: Behaviour interventions ≈+4 months' progress). Addressing SEMH is key to unlocking access to education.
<b>Enrichment &amp; Aspirations (Challenge 5 &amp; 6)</b>	Full subsidising of all trips, visits, and residential costs for all PP pupils. Targeted club grants to remove non-financial barriers and boost participation.	£2,259	Removing all financial barriers is the first step to increasing cultural capital and addressing the critically low engagement shown in 2024/25.
<b>Total budgeted cost</b>		<b>£342,286</b>	

## Part B: Review of the Previous Academic Year

This evaluation measures the impact of the 2024/25 Pupil Premium strategy by aligning outcomes against the seven identified challenges.

### Improving Attainment & Progress

Evaluation Detail	Summary
<b>Impact</b>	Mixed Success. The strategy successfully achieved a major academic goal by securing 100% EXS+ attainment in Reading for Year 6 PP pupils. However, significant Maths gaps persisted at both KS1 (30% gap in Y2 EXS+) and KS2 (22% gap in Y6 EXS+), indicating targeted academic support was effective only in specific areas.

### Close Literacy & Numeracy Gaps

Evaluation Detail	Summary
<b>Impact</b>	Inconsistent. The focus on early reading was insufficient, demonstrated by the poor Y1 Phonics pass rate of 66% for PP pupils. Furthermore, the lack of depth was confirmed by 0% of PP pupils achieving GDS in Year 2 Reading or Writing. The strategy failed to address the foundational gaps needed for long-term attainment.

### Improve Attendance

Evaluation Detail	Summary
<b>Impact</b>	Initial Success Undermined. PP attendance was high at 96.7% in 2024/25. However, the 2025/26 Year-to-Date data shows the gap has widened significantly to -1.3%, suggesting that the rigorous tracking and monitoring lost momentum and must be urgently re-established.

### Reduce Extreme Sanctions & Improve Behaviour

Evaluation Detail	Summary
<b>Impact</b>	Outstanding. The investment in behaviour support and early intervention systems maintained zero permanent exclusions and zero suspensions for Pupil Premium pupils throughout the year. This confirms the system's effectiveness in managing high-end behavioral challenges.

### Boost Aspirations & Improve Cultural Capital

Evaluation Detail	Summary
<b>Impact</b>	Failure to Engage. This priority saw minimal impact. Participation in clubs and aspirational activities remained inconsistent, with financial support only guaranteed for the Y5/6 Residential. This lack of universal support and engagement directly hinders the strategic aim of building cultural capital and broadening horizons.

## Increase Engagement in Enrichment

Evaluation Detail	Summary
<b>Impact</b>	Critically Low. Enrichment participation was severely limited by lack of financial support. Multiple trips had non-payers, demonstrating that cost is a barrier to engagement that was not successfully removed.

## Address SEMH Barriers to Learning

Evaluation Detail	Summary
<b>Impact</b>	Strong Safeguarding. The combination of specific SEMH-focused support and the effective use of specialist external provision (Magna Lane) maintained exceptional pastoral stability. The fact that 100% of the pupils sent to Magna Lane were PP/LAC confirms the strategy successfully identified and supported the most vulnerable children.

## Areas of Strength: Strategies to Keep and Build On (2025/26)

Strategy Category	Specific Strategy to Do Again	Rationale (Supported by 2024/25 Outcomes)
<b>Behaviour &amp; SEMH Support</b>	Tiered SEMH Intervention System and the use of External Provisions (Magna Lane):	This comprehensive safeguarding structure maintained zero permanent exclusions and zero suspensions for PP pupils, confirming its absolute necessity in keeping highly vulnerable children regulated and in school.
<b>Targeted Academic Support</b>	Focused Intervention in KS2 Reading:	The specific strategies implemented in Reading successfully secured 100% EXS+ attainment for Y6 PP pupils, proving this intervention model is highly effective for older readers.
<b>Safeguarding &amp; Behaviour</b>	Zero-Tolerance for Exclusion/Suspension Policy:	Successfully maintained zero permanent exclusions and zero suspensions for PP pupils, demonstrating that high-impact behavioural challenges can be managed internally without resorting to this.

## Part C: Further Information and Context

Year Group	0 Cohort	Male		Female		SEN - E		SEN - K		SEN - N		PP		Non-PP		EAL	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	45	24	53%	21	47%	5	11%	6	13%	34	76%	3	7%	42	93%	0	0%
2	45	24	53%	21	47%	3	7%	3	7%	39	87%	4	9%	41	91%	2	4%
3	44	20	45%	24	55%	0	0%	8	18%	36	82%	3	7%	41	93%	0	0%
4	45	24	53%	21	47%	2	4%	3	7%	40	89%	5	11%	40	89%	0	0%
5	36	20	56%	16	44%	1	3%	5	14%	30	83%	4	11%	32	89%	1	3%
6	44	17	39%	27	61%	1	2%	7	16%	36	82%	6	14%	38	86%	2	5%

Total pupils: 259 across Years 1–6

Gender balance: 129 boys (49.8%) and 130 girls (50.2%), broadly even overall, though Year 6 is more female-heavy at 27/44 (61%).

**Disadvantage (Pupil Premium): 25/259 pupils (9.7%). Proportions are highest in Years 4–6, where between 11–14% of pupils are disadvantaged.**

## Improve Attainment & Progress

### EYFS

	GLD Current		GLD Predicted		Communication & Language		Personal Social & Emotional Development		Physical Development		Literacy		Maths		Understanding the World		Expressive Arts & Design	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Aston Hall																		
2024		75.6%		75.6%														
2025	30	88.24%	0	0.00%	32	94.12%	31	91.18%	32	94.12%	31	91.18%	33	97.06%	33	97.06%	33	97.06%

EYFS Disadvantaged / Pupil Premium Pupils – 0 / (0%)

### Phonics Y1

Year 1	Not Achieving Standard		Achieving Standard		Average Mark
	No.	%	No.	%	
Aston Hall					
2022	9	20	37	80	32
2023	5	11	40	89	34
2024	4	9	41	91	33
2025	7	16%	38	84%	30.9

Y1 Disadvantaged / Pupil Premium Pupils – 3 / (7%)

2/3 disadvantaged pupils passed the phonics screen check (66%) – HA-T (PP/LAC) scored 0

### Phonics 2 Cumulative

Y2 Cohort (number of pupils) TOTAL	Y2 predicted phonics pass	Y2 predicted phonics %					
			2025	2024	2023	2022	2019
45	40	89	93	89	91	93	93

Y2 Disadvantaged / Pupil Premium pupils - 4 / (9%)

4/4 disadvantaged pupils passed the phonics screen check when in Y1 and did not re-take in Y2

## Year 2

Aston Hall	Reading EXS+		Reading GDS		Reading Av. SS		Writing EXS+		Writing GDS		Maths EXS+		Maths GDS		Maths Av. SS		Combined EXS+		Combined GDS	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
2022	96%	49%	-		87%	18%	96%	58%	-		84%	11%								
2023	35	76%	14	30%	103.95	27	59%	0	0%	37	80%	9	20%	105.44	27	59%	0	0%		
2024	36	80%	17	38%	102.11	34	76%	5	11%	34	76%	12	27%	101.89	34	76%	4	9%		
2025	36	80%	16	36%	95.62	33	73%	6	13%	36	80%	16	36%	98.76	33	73%	6	13%		

Y2 Disadvantaged / Pupil Premium pupils - 4 / (9%)

3/4 (75%) of Pupil Premium pupils achieved EXS in Reading & Writing. 2/4 (50%) of Pupil Premium pupils achieved EXS in Maths.

1/4 (25%) of Pupil Premium pupils achieved GDS in Maths. 0/4 (0%) of Pupil Premium pupils achieved GDS in Reading or Writing.

## Year 6

Aston Hall	Reading EXS+		Reading GDS		Reading Av. SS		Writing EXS+		Writing GDS		Maths EXS+		Maths GDS		Maths Av. SS		Combined EXS+		Combined GDS	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
2022	96%	49%	-		87%	18%	96%	58%	-		84%	11%								
2023	30	81%	9	24%	105.73	28	76%	5	14%	27	73%	10	27%	105.46	25	68%	4	11%		
2024	37	84%	6	14%	103.70	37	84%	6	14%	37	84%	10	23%	105.00	34	77%	4	9%		
2025	39	89%	19	43%	107.40	38	86%	7	16%	39	89%	16	36%	106.81	36	82%	5	11%		

Y6 Disadvantaged / Pupil Premium pupils - 6 / (14%)

6/6 (100%) of Pupil Premium pupils achieved EXS in Reading

5/6 (83%) of Pupil Premium pupils achieved EXS in Writing

4/6 (67%) of Pupil Premium pupils achieved EXS in Maths

1/6 (17%) of Pupil Premium pupils achieved GDS in Reading & Maths.

## Close Literacy & Numeracy Gaps – Interventions and Impact

### Aims

To accelerate progress and close attainment gaps in reading, writing, and mathematics for disadvantaged pupils across Key Stages 1 and 2, ensuring they reach or exceed national expectations by the end of Key Stage 2.

### Phonics and Early Literacy

#### Identified Need:

Y1 data shows 66% of disadvantaged pupils passed the phonics screening check, below the national average and below non-disadvantaged peers.

#### Interventions in place / consideration for further development in 25/26:

- Targeted daily phonics catch-up sessions (using Little Wandle Rapid Catch-Up or equivalent structured synthetic phonics programme).
- Regular small-group or 1:1 tutoring led by trained phonics specialists.
- Parental engagement workshops to build home reading confidence.
- Additional reading practice sessions for pupils who narrowly missed the expected standard.

#### Impact Measures:

- Half termly phonics assessment data showing accelerated progress toward expected standard.
- End of Y1 and Y2 cumulative phonics pass rate for disadvantaged pupils increases.
- Improved reading fluency and decoding scores from baseline to review points.

## Reading

### Identified Need:

Fewer disadvantaged pupils achieved *greater depth* in reading (0% in Y2, 17% in Y6).

### Interventions in place / consideration for further development in 25/26:

- Reciprocal Reading and consistent comprehension strategies embedded across KS2.
- Daily supported reading sessions for disadvantaged pupils below expected standard.
- Targeted use of Reading Plus / Lexia for comprehension and vocabulary development.
- Guided reading groups led by teachers focusing on inference and retrieval.
- Book choice monitoring to ensure pupils read increasingly challenging texts.

### Impact Measures:

- Reading age gains tracked termly using standardised assessments (e.g. Salford / NTS).
- Increased proportion of disadvantaged pupils achieving EXS and GDS in reading.
- Pupil voice feedback evidencing greater reading enjoyment and confidence.

## Writing

### Identified Need:

Attainment in writing lags behind reading for disadvantaged pupils (e.g. 83% Y6 vs 100% Reading).

### Interventions in place / consideration for further development in 25/26:

- Focused writing interventions
- Precision spelling and grammar interventions (e.g. *Spelling Shed, Emile Spelling*).
- Targeted feedback and conferencing for disadvantaged pupils to close specific gaps.
- Vocabulary enrichment and oral language work across curriculum areas.

### Impact Measures:

- Moderated writing samples showing improved sentence structure, vocabulary, and stamina.
- Increased % of disadvantaged pupils meeting or exceeding EXS in writing.
- Internal writing assessment data and teacher moderation tracking progress over time.

## Mathematics

### Identified Need:

Lower % of disadvantaged pupils achieving EXS and GDS in maths, particularly in Y2 and Y6.

### Interventions in place / consideration for further development in 25/26:

- *Mastering Number* and interventions for number fluency and reasoning.
- Daily sessions to strengthen mental arithmetic.
- Pre-teaching of key concepts to build confidence before main lessons.

Use of concrete–pictorial–abstract approaches and manipulatives to deepen understanding.



## Impact Measures:

- Termly arithmetic and reasoning test outcomes showing closing gaps.
- Increased % of disadvantaged pupils achieving EXS/GDS in maths at key milestones.
- Pupil work scrutiny evidencing improved mathematical fluency and reasoning skills.

## Monitoring and Evaluation

- Half-termly data review meetings to track disadvantaged pupils' progress.
- Regular learning walks and book looks focused on disadvantaged learners' engagement and progress.
- Intervention impact summaries reviewed termly and adapted based on evidence.
- Senior leaders and governors to monitor pupil premium impact against KPIs for attainment and progress.

## Improved Attendance

	2021/22	2022/23	2023/24	2024/25	2025/26*
All	94.3%	95.2%	95.7%	96.6%	97.9%
PP	92.2%	92.4%	93.6%	96.7%	96.6%
FSM Ever6	92.0%	92.3%	93.3%	96.2%	96.2%
Gap	-2.1% / -2.3%	-2.8% / -2.9%	-2.1% / -2.4%	+0.1% / -0.4%	-1.3% / -1.7%

\*Year to date

## Attendance Bands

2021/22

	FS2	Y1	Y2	Y3	Y4	Y5	Y6	Average
97% - 100%	15.56%	27.66%	12.20%	40.43%	28.89%	36.84%	38.30%	28.55%
95% - 96.9%	33.33%	14.89%	24.39%	19.15%	11.11%	15.79%	31.91%	21.51%
93% - 94.9%	11.11%	29.79%	14.63%	14.89%	20.00%	21.05%	14.89%	18.05%
90% - 92.9%	24.44%	17.02%	24.39%	12.77%	26.67%	15.79%	8.51%	18.51%
0% - 89.9%	15.56%	10.64%	24.39%	12.77%	13.33%	10.53%	6.38%	13.37%

2022/23

	FS2	Y1	Y2	Y3	Y4	Y5	Y6	Average
97% - 100%	25.00%	24.44%	32.61%	47.50%	42.55%	36.96%	41.03%	35.73%
95% - 96.9%	27.27%	35.56%	19.57%	20.00%	21.28%	17.39%	25.64%	23.81%
93% - 94.9%	29.55%	11.11%	23.91%	12.50%	19.15%	21.74%	10.26%	18.32%
90% - 92.9%	6.82%	17.78%	19.57%	7.50%	10.64%	13.04%	17.95%	13.33%



<b>85% - 89.9%</b>	6.82%	8.89%	2.17%	5.00%	4.26%	6.52%	5.13%	5.54%
<b>80% - 84.9%</b>	2.27%	2.22%	2.17%	7.50%	2.13%	2.17%	0.00%	2.64%
<b>70% - 79.9%</b>	25.00%	24.44%	32.61%	47.50%	42.55%	36.96%	41.03%	35.73%
<b>0% - 69.9%</b>		2.27%	0.00%	0.00%	0.00%	0.00%	2.17%	0.00%

2023/24

	<b>FS2</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>	<b>Average</b>
<b>97% - 100%</b>	28.89%	22.22%	44.44%	45.65%	43.59%	57.45%	44.44%	40.96%
<b>95% - 96.9%</b>	28.89%	33.33%	13.33%	15.22%	28.21%	12.77%	20.00%	21.68%
<b>93% - 94.9%</b>	22.22%	20.00%	28.89%	17.39%	10.26%	14.89%	15.56%	18.46%
<b>90% - 92.9%</b>	8.89%	13.33%	8.89%	17.39%	10.26%	10.64%	8.89%	11.18%
<b>85% - 89.9%</b>	6.67%	6.67%	4.44%	4.35%	5.13%	4.26%	6.67%	5.45%
<b>80% - 84.9%</b>	2.22%	4.44%	0.00%	0.00%	0.00%	0.00%	0.00%	0.95%
<b>70% - 79.9%</b>	2.22%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.32%
<b>0% - 69.9%</b>	0.00%	0.00%	0.00%	0.00%	2.56%	0.00%	2.22%	0.68%

2024/25

<b>Attendance Band</b>	<b>Year R</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Overall</b>
<b>97% - 100%</b>	31.15%	37.10%	40.32%	46.77%	50.00%	31.15%	54.39%	41.45%
<b>95% - 96.9%</b>	24.59%	19.35%	19.35%	27.42%	20.97%	16.39%	14.04%	20.37%
<b>93% - 94.9%</b>	9.84%	14.52%	11.29%	9.68%	8.06%	13.11%	7.02%	10.54%
<b>90% - 92.9%</b>	16.39%	8.06%	11.29%	3.23%	4.84%	9.84%	8.77%	8.90%
<b>85% - 89.9%</b>	11.48%	12.90%	9.68%	4.84%	6.45%	13.11%	7.02%	9.37%
<b>80% - 84.9%</b>	3.28%	0.00%	1.61%	1.61%	3.23%	4.92%	1.75%	2.34%
<b>70% - 79.9%</b>	0.00%	3.23%	0.00%	1.61%	3.23%	1.64%	3.51%	1.87%
<b>0% - 69.9%</b>	3.28%	4.84%	6.45%	4.84%	3.23%	9.84%	3.51%	5.15%



2024/25

	FS2	Y1	Y2	Y3	Y4	Y5	Y6	Average
97% - 100%	38.24%	48.89%	55.56%	60.00%	57.78%	54.05%	60.00%	53.50%
95% - 96.9%	29.41%	24.44%	13.33%	17.78%	24.44%	32.43%	31.11%	24.71%
93% - 94.9%	20.59%	11.11%	24.44%	15.56%	8.89%	10.81%	0.00%	13.06%
90% - 92.9%	8.82%	6.67%	6.67%	6.67%	6.67%	0.00%	6.67%	6.02%
85% - 89.9%	2.94%	6.67%	0.00%	0.00%	0.00%	0.00%	2.22%	1.69%
80% - 84.9%	0.00%	0.00%	0.00%	0.00%	0.00%	2.70%	0.00%	0.39%
70% - 79.9%	0.00%	2.22%	0.00%	0.00%	0.00%	0.00%	0.00%	0.32%
0% - 69.9%	0.00%	0.00%	0.00%	0.00%	2.22%	0.00%	0.00%	0.32%

2025/26

	FS2	Y1	Y2	Y3	Y4	Y5	Y6	Average
97% - 100%	68.29%	75.76%	75.56%	77.27%	91.11%	79.55%	60.00%	75.36%
95% - 96.9%	9.76%	12.12%	6.67%	11.36%	4.44%	2.27%	8.57%	7.89%
93% - 94.9%	4.88%	6.06%	6.67%	2.27%	0.00%	4.55%	14.29%	5.53%
90% - 92.9%	0.00%	0.00%	0.00%	0.00%	0.00%	11.36%	5.71%	2.44%
85% - 89.9%	7.32%	3.03%	4.44%	2.27%	4.44%	2.27%	11.43%	5.03%
80% - 84.9%	0.00%	0.00%	2.22%	2.27%	0.00%	0.00%	0.00%	0.64%
70% - 79.9%	9.76%	3.03%	2.22%	4.55%	0.00%	0.00%	0.00%	2.79%
0% - 69.9%	0.00%	0.00%	2.22%	0.00%	0.00%	0.00%	0.00%	0.32%

## Reduce Extreme Sanctions & Improve Behaviour

Permanent Exclusions

	2021/22	2022/23	2023/24	2024/25	2025/26*
All	0	0	0	0	0
PP	0	0	0	0	0
FSM Ever6	0	0	0	0	0

Suspensions

	2021/22	2022/23	2023/24	2024/25	2025/26*
All	0	0	0	0	0
PP	0	0	0	0	0



FSM Ever6	0	0	0	0	0
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Magna Lane, Woodland view, Orchard numbers and Impact - N/A

### Positive Behaviours

Positive Events per Student

	2021/22	2022/23	2023/24	2024/25	2025/26*
All	-	-	-	15324	4253
PP	-	-	-	701	154
FSM Ever6	-	-	-	701	154

### In 2024/25:

The average number of positive behaviour points for all children was 59

The average number of positive behaviour points for PP children was 35

### In 2025/26 to date:

The average number of positive behaviour points for all children to date is 17

The average number of positive behaviour points for PP children to date is 10

### Negative Behaviour Events

Year Group	Number of negative behaviour Incidents logged	Number of students with one or more incidents	Number of students with more than one incident
N1	0	0	0
N2	0	0	0
R	36	6	5
1	184	17	12
2	14	9	4
3	12	6	1
4	27	10	4
5	21	11	5
6	31	9	7
<b>Total</b>	<b>325</b>	<b>68</b>	<b>38</b>

Negative Behaviour By Groups	Number of negative behaviour incidents logged	Number of students with one or more incidents	Number of students with more than one incident
Male	0	0	0
Female	0	0	0
Pupil Premium	42	9	8
SEND	207	18	12
EAL	0	0	0

## Boost Aspirations & Careers Readiness

Club	Overall	Y1	Y2	Y3	Y4	Y5	Y6	F	M	SEN	No SEN	PP	Non-PP	FSM	Non-FSM
<b>Disney Dance Club</b>	13	7	2	4	0	0	0	12	1	3	10	5	12	0	13
<b>Nerf Wars Club</b>	18	0	8	6	4	0	0	2	16	1	17	2	18	1	17
<b>Street Dance Club</b>	13	1	6	5	1	0	0	9	4	0	13	3	10	3	10
<b>Cheerleading Club</b>	14	2	2	5	5	0	0	14	0	1	13	4	12	3	11
<b>Bingo Club</b>	10	1	6	2	0	0	1	7	3	3	7	3	9	1	9
<b>Book &amp; Biscuit Club</b>	15	1	5	8	0	0	1	10	5	4	11	3	16	0	15
<b>Dough Disco Club</b>	14	2	7	2	2	0	1	6	8	2	12	3	15	1	13
<b>KS1 Quiz Club</b>	15	5	8	2	0	0	0	6	9	2	13	3	12	2	13
<b>Martial Arts Club</b>	9	0	0	5	3	1	0	2	7	0	9	1	8	1	8
<b>One Voice Club</b>	16	0	0	5	11	0	0	12	4	1	15	2	16	1	15
<b>Quiz Club</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TT Rockstars Club</b>	9	0	0	0	9	0	0	5	4	2	7	4	9	2	7
<b>Dough Disco Club</b>	12	7	4	1	0	0	0	7	5	1	11	1	11	0	12
<b>Young Voices Club</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Glow in the Dark Dodgeball Club</b>	18	0	0	7	9	2	0	5	13	2	16	5	17	3	15
<b>Judo Club</b>	17	0	0	6	5	5	1	6	11	4	13	4	19	1	16
<b>Multi Sports Club</b>	10	2	3	2	3	0	0	3	7	1	9	2	8	1	9
<b>NERF Wars Club</b>	16	0	1	4	10	0	1	3	13	3	13	7	15	4	12
<b>Crazy Science Club</b>	14	0	3	2	8	0	1	5	9	3	11	6	14	3	11
<b>Arts &amp; Crafts Club</b>	16	7	6	3	0	0	0	7	9	0	16	0	16	0	16
<b>Arts &amp; Crafts Club</b>	12	0	2	6	2	2	0	9	3	1	11	3	11	2	10
<b>Outdoor Club</b>	8	0	0	1	6	0	1	6	2	0	8	1	7	1	7
<b>Outdoors Club</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TT Rockstars Club</b>	14	0	0	0	14	0	0	9	5	2	12	6	12	4	10
<b>TT Rockstars Club HT5</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Outdoor Club</b>	10	0	0	1	6	2	1	4	6	2	8	5	9	3	7



## **Increase Engagement in Enrichment**

- Trips/Visits paid for numbers
- Residential
- Sporting events

### **24/25 Trips:**

- EYFS Emergency services museum - FULLY PAID
- EYFS Cannon Hall - £20 1 child not paid
- EYFS Cleethorpes - £19 1 child not paid (same child as Cannon Hall)
- Y1 Yorkshire Railway Museum - FULLY PAID
- Y2 Yorkshire Railway Museum - £63 3 children not paid
- Y1 Scarborough - £20 - 1 child not paid
- Y2 Scarborough - £60 - 3 children (2 the same as Railway Museum)
- LKS2 Eureka - FULLY PAID
- Y3 Mosque - £27 (3 children not paid who went)
- Y4 Mosque - £27 (3 children not paid who went)
- LKS2 Creswell Craggs - FULLY PAID
- UKS2 York Residential - FULLY PAID
- Y6 Crucial Crew - FULLY PAID

Pupil premium funding support for residential visit for Y5/6

No Pupil premium funding support for any other trips / visits.

## **Engaging Students with EBSA and SEMH to Access Education**

- Number of students access Magna
- Elsa/mental health interventions
- 2 Pupils attended Magna Lane for outreach SEMH support.
- Both pupils (100%) were pupil premium & LAC



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# **Aston Hall Pupil Premium Strategy Report**