

Pupil Premium Strategy Statement – Aegir 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	151
Proportion (%) of pupil premium eligible pupils	62.6%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026 and then annually thereafter
Statement authorised by	Lea Mason
Pupil premium lead	Catherine Askham
Governor / Trustee lead	David Rhodes

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,575
Pupil Premium Plus funding (Post LAC)	£28,930
Pupil premium funding carried forward from previous years	£0.00
Total budget for this academic year	£94,505

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Aegir School, our Pupil Premium Strategy aims to reduce inequalities and ensure that disadvantaged pupils achieve highly, develop emotionally and socially, and are fully prepared for adulthood. Many of our pupils have complex learning profiles, and disadvantaged learners often face additional barriers involving communication, sensory regulation, emotional wellbeing, and attendance. Our approach is grounded in the following principles:

1. High-quality teaching for all

We prioritise inclusive, responsive teaching as the most effective driver of improved outcomes. Our substantial investment in specialist staff training (dyslexia, sensory integration, Down syndrome strategies, PBS, trauma-informed practice) alongside our renewed curriculum ensures teaching meets the needs of all learners. This year we have significantly upgraded our digital technology, including interactive whiteboards, laptops and iPads across school. These improvements support:

- More inclusive ways for pupils to record and evidence learning
- Greater independence and engagement
- Enhanced assessment check-ins (e.g., quizzes, digital tasks)
- Opportunities for extension and personalised learning
- Preparation for adulthood through improved digital literacy

2. Emotional wellbeing and readiness to learn

Closing the emotional wellbeing gap remains our key priority. Many disadvantaged pupils require support to regulate, communicate and maintain readiness to learn. We have strengthened a range of interventions this year, including:

- Nurture Group provision
- ELSA capacity and supervision
- Draw & Talk therapy
- Zones of Regulation
- Sensory circuits and sensory-informed teaching

These approaches help pupils develop emotional literacy, resilience, communication and the regulation skills required to engage successfully in learning.

3. Removing barriers beyond the classroom

We know that external and wider school factors can significantly affect engagement. Therefore, we are investing in:

- Attendance support and early help for families
- Increased pastoral and mental-health interventions
- Improved access to cultural capital opportunities
- Enhanced communication with families and carers

Our approach draws upon the Education Endowment Foundation's guidance on:

- High-quality teaching as the key lever
- Targeted academic support
- Wider strategies to improve attendance, wellbeing and participation
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Our strategy is flexible, evidence-informed and fully responsive to individual needs.

At Aegir School, our Pupil Premium Strategy is fully integrated within the wider School Development Plan and is understood and owned by all staff. We ensure that every adult recognises their role in removing barriers for disadvantaged learners through high-quality teaching, consistent communication approaches and emotionally informed practice. This shared commitment enables us to provide an inclusive, aspirational environment where every pupil is supported to thrive academically, socially and emotionally

Challenges

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

Challenge number	Detail of challenge
1	Gaps in Core Knowledge Learners eligible for the Pupil Premium at Aegir School often have gaps in their core knowledge and understanding, which can become a barrier towards making expected academic progress: Pupil Progress data July 2025 shows that 67.7% of learners who made less than expected progress in 24-25 (Y7-Y11) were entitled to Pupil Premium
2	Engagement, Readiness to Learn and Sustained Concentration Many disadvantaged learners experience barriers linked to sensory processing differences, anxiety, fear of failure, or reduced resilience. These difficulties can affect sustained concentration, determination in learning and willingness to take risks. Transitions between lessons or activities can also be challenging, contributing to dysregulation and inconsistent engagement in learning. Many disadvantaged learners experience barriers linked to sensory processing differences, anxiety, emotional needs or reduced self-regulation. This affects engagement and ability to access learning.

3	Emotional Literacy, Regulation and Self-Expression A significant number of disadvantaged learners require targeted support to develop emotional literacy, self-expression and regulation. While communication needs vary, many pupils need additional support to articulate their feelings, seek help appropriately and manage social interactions, which impacts their engagement and progress. PP learners frequently require support to communicate their needs, interact with others and express emotions safely. Social and emotional literacy is often significantly lower than peers.
4	Limited Access to Cultural Capital and Wider Life Experiences Disadvantaged pupils often have fewer opportunities to access enriching experiences beyond school, including community engagement, trips, cultural events and life-skills-based activities. Limited cultural capital can affect their confidence, background knowledge, vocabulary development and ability to make connections in learning. Enhancing cultural capital is essential for developing the social understanding, curiosity and personal resilience required for successful learning and preparation for adulthood. Disadvantaged pupils often experience fewer opportunities to develop their cultural capital and access enriching experiences.
5	Attendance, Persistent Absence and Reduced Engagement with School Life School-wide attendance has declined, and a disproportionate number of persistently absent pupils are PP. Poor attendance impacts continuity of learning, access to high-quality teaching, emotional wellbeing and relationships with staff and peers. It also reduces pupils' sense of belonging and security in school, making re-engagement more difficult. Improving attendance is therefore a critical factor in strengthening both academic progress and wellbeing for disadvantaged learners.

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.	Gaps in core knowledge are identified and addressed in a timely manner. Appropriate interventions and provisions are implemented to support progress and achievement outcomes.	Pupils make at least expected progress toward personalised targets, informed by high-quality assessments and reviewed through termly progress meetings.
2.	Pupils develop emotional literacy, self-expression, regulation and resilience.	Reduction in dysregulation incidents; improved emotional literacy and self-regulation evidenced through ELSA outcomes, nurture assessments, Draw & Talk evaluations and learning walk observations. Pupils demonstrate increased confidence, sustained concentration and willingness to engage in challenging tasks.
3.	Improved engagement and readiness to learn, including transitions and sustained focus.	Pupils access personalised strategies to support readiness to learn such as sensory circuits, movement breaks, structured routines, supported transitions or Zones of Regulation tools based on their individual needs. These will be evident in personalised timetables and resources. Improved engagement is demonstrated through quicker settling to learning, fewer incidents linked to dysregulation or transitions, and increased ability to sustain concentration and use their regulation strategies independently.
4.	Pupils have equitable access to enrichment and cultural capital that enhances learning and personal development	All pupils access a wide range of enrichment activities. Pupils demonstrate improved confidence, vocabulary, background knowledge and social understanding that supports learning and preparation for adulthood.
5.	Attendance improves for disadvantaged pupils, increasing connection with school life.	Reduction in persistent absence; sustained improvement in daily attendance; strengthened family engagement; improved pupil wellbeing linked to increased sense of belonging and consistent routines.

Activity This Academic Year

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

Teaching

Budgeted cost: £42, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to high-quality first teaching strategies, including adaptive teaching, clear routines, structured transitions and inclusive classroom practice.	Learning walks; work scrutiny; progress data; moderation; parent feedback; CPD records. High-quality teaching is the most effective way to improve outcomes for disadvantaged pupils (EEF)	1, 2, 3, 4
Ongoing CPD to upskill staff, including dyslexia awareness, sensory integration, Down syndrome approaches, trauma-informed practice and communication development	EHCP outcomes; curriculum reviews; lesson visits; evaluation of CPD impact; improved engagement and learner confidence, staff voice.	1,2 3 ,4
Development of reading and literacy approaches through whole-word reading strategies, precision teaching, targeted vocabulary development and accessible reading materials appropriate for learners with SEND	Reading assessments; precision teaching tracking; improved fluency and recognition; EEF guidance on structured, evidence-based literacy interventions.	
Investment in digital technology, including updated interactive whiteboards, laptops and iPads to support engagement, independent learning, digital evidence collection and	Increased engagement in learning; quicker access to learning tools; inclusive methods of recording work; improved digital literacy in preparation for adulthood.	1,2,3

personalised extension tasks.		
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Targeted Academic Support

Budgeted cost: £39,505

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to high quality therapy-based interventions, including (but not limited to): Physiotherapy, Rebound, Hydrotherapy, Sensory Circuits	Therapies tracker; personalised timetables; ILP targets; EHCP reviews; improved regulation and readiness to learn	2, 3,
Targeted literacy and numeracy interventions, including whole-word reading, precision teaching, high-interest reading materials and structured small-group or 1:1 programmes.	Precision teaching data; reading assessments; EEF guidance on targeted academic support; improved independence and confidence in reading and basic skills, lesson visits, learning walks	1
Nurture Group provision delivered through a structured small-group model with relationship-based practice and bespoke assessment tools designed by school to track emotional literacy, engagement and regulation	Nurture group baseline and review assessments; reductions in emotional incidents; improved readiness to learn; positive family feedback.	2,3
Improved and extended emotional wellbeing interventions, including Draw & Talk, ELSA support and other bespoke programmes to develop emotional literacy,	Pre- and post-intervention assessments; ELSA SMART targets; CPOMS analysis showing reductions in emotional or anxiety-linked incidents; improved emotional expression and regulation; increased engagement and resilience observed in lessons; positive feedback from pupils and families.	2,3

confidence, self-regulation and readiness to learn		
Personalised sensory regulation support, including sensory diets, movement breaks, quiet regulation spaces, structured routines and supported transitions.	Sensory profiles; OT guidance; lesson observations; reduced dysregulation; quicker settling to tasks; improved independence	2

Wider Strategies

Budgeted cost: £12,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to high-quality pastoral support, including relationship-based support, safeguarding-informed interventions and family liaison	CPOMS data; referrals; wellbeing measures; increased family engagement; improved emotional stability and confidence in school. Emotional Literacy Support advisor (ELSA) trained LSA to provide support for students who will have access to ongoing supervision. Planned individual and small group interventions as well as bespoke work in response to mental health, wellbeing and safeguarding concerns/incidents.	2, 3, 4
Staff development in trauma-informed and emotionally informed practice to support emotional safety, predictability and consistent adult responses	Reduction in incidents; improved regulation and transitions; learning walk evidence; staff confidence in supporting SEMH.	2,3
Attendance support and early help,	Attendance data; reduced persistent absence; improved routines;	5

including home visits, personalised attendance plans and structured reintegration for learners with persistent absence.	strengthened family partnerships; increased pupil engagement.	
Enrichment and cultural capital opportunities, including trips, community visits, life-skills activities and experiential learning.	Improved confidence, vocabulary and background knowledge; enhanced personal development and preparation for adulthood; positive pupil and family feedback.	4

Total budgeted cost: £66,150.00

Part B: Review of the Previous Academic Year

Outcomes for Disadvantaged Pupils

During the academic year, the school made several important improvements that strengthened provision for disadvantaged pupils and contributed positively to their learning, wellbeing and engagement. These developments provide a strong foundation for continued progress in 2025–26.

Staff capacity has been strengthened through access to SSP training and whole-school in-house phonics CPD. Daily whole-class and individual reading sessions are now embedded across the timetable, and all English units are text-led, exposing pupils to a wider range of genres, vocabulary and narrative forms. These approaches have supported improvements in pupils' communication, reading confidence and engagement, and provide a secure basis for further targeted interventions such as whole-word reading and precision teaching

The school now has an in-house PBS trainer, with all staff receiving annual updates. PBS plans have been created for all pupils who were RAG-rated Red, with ongoing work for those graded Amber. A shared language and consistent understanding of behaviours has led to improved quality and accuracy of incident recording, which in turn has enhanced the effectiveness of team reflections and post-incident analysis.

The school has strengthened its emotional literacy provision through the introduction of a trained ELSA practitioner delivering weekly sessions. Pupils accessing the intervention have shown positive responses, including improved emotional expression, confidence and readiness for learning. This has enhanced the early support available for children with emerging emotional needs.

Analysis of July 2025 data shows a more positive outlook, with a smaller proportion of disadvantaged pupils represented in the group making less than expected progress compared to previous years (67.7% compared with 90% last year). This reflects the early impact of strengthened teaching, more consistent reading practices and improved emotional support.

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
Music lessons	Lincolnshire Music Service