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# Aston Lodge 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

School Name	Aston Lodge Primary School
Number of Pupils in school	135
Proportion of Pupil Premium eligible pupils	29% (39 pupils)
Academic Year	2024/25
Date this statement was published	September 2025
Date for next review	July 2026
Statement authorised by	Helen O'Brien, CEO, WPT
Pupil Premium Lead	Hayley McNeill
Governor Lead	Luise Stabell

## 2. Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£68, 525
Pupil Premium funding carried forward from previous years	£0
Total budget for this academic year	£68, 525

## Part A: Pupil Premium Strategy Plan

### Our Ultimate Objectives for Disadvantaged Pupils

Our objective is to ensure that every disadvantaged pupil achieves academic attainment (Expected Standard, 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 significantly reducing persistent absence.
- **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/residentials, increasing overall club participation 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 high-SEND context.

The total budget of **£68,525** is allocated across three tiers. Approximately **£17,454** is directed toward literacy and numeracy interventions (Challenge 1 & 2) through daily phonics catch-up, precision spelling, and 1:1 tutoring. **£7,948** is specifically invested in **Mastering Number** and fluency sessions to build mathematical confidence. A commitment of **£8,244** funds dedicated **Education Welfare Officer (EWO)** time (Challenge 4) to urgently address the historic 4.01% attendance gap. The largest single investment of **£29,809** secures intensive **Behaviour and SEMH support** (Challenge 3 & 4), supporting behaviour through utilising alternative provision, Magna Lane, Oldgate Lane and Woodland View as well as making provision for pupils to receive support by highly trained staff through programmes such as Hamish and Milo and Flowers intervention. Finally, **£5,070** is used to fully subsidise all enrichment activities, ensuring no child is excluded from cultural capital due to financial barriers (Challenge 5).

### Key Principles of the Strategy Plan

The Aston Lodge 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, ELSA) proven to maintain zero exclusions and manage complex EBSA needs in a school with high-density SEND requirements.
- **Universal Access Mandate:** Enforcing a non-negotiable principle of 100% financial subsidy for all trips and clubs to ensure that disadvantaged pupils have equitable access to the experiences that build self-efficacy and cultural capital.

## 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	Attainment Gaps in Literacy and Numeracy: Significant disparities exist between disadvantaged pupils and their peers. For example, in Year 6, only 17% of PP pupils achieved EXS in Writing compared to 66% of the whole cohort.
2	Phonics Outcomes: Year 1 data shows that only 40% of disadvantaged pupils passed the phonics screening check, which is below both the national average and non-disadvantaged peers.
3	Above Average SEND Context: 27% of the school population (37 pupils) have identified SEND, which is significantly above national averages and a major feature of the school context.
4	Persistent Attendance Gaps: Historically, the gap between "All" students and "PP" students reached -4.01% in 2024/25. While currently improving year-to-date (-1.43%), consistent attendance remains a priority.
5	Lower Participation in Enrichment: Disadvantaged pupils show lower engagement in extra-curricular activities compared to their non-disadvantaged peers.

## 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)
<b>1. Improve Attainment &amp; Progress</b>	43% of disadvantaged children achieved GLD in 2024/25.	Increase the % of disadvantaged pupils achieving GLD and narrowing the gap to non-PP peers in core subjects.
<b>2. Close Literacy &amp; Numeracy Gaps</b>	Y1 Phonics: 40% PP pass rate. Y6 Writing: 17% PP EXS.	Accelerated progress in phonics, reading, and writing evidenced by termly assessments and increased % of PP pupils reaching EXS.
<b>3. Improve Attendance</b>	2024/25 PP Attendance: 90.09% (Gap: -4.01%).	Achieve 2025/26 YTD target of 92.69% or higher for PP pupils, narrowing the gap to <1.5%.
<b>4. Improve Behaviour</b>	3 Suspensions in 2024/25 (all were PP/FSM Ever6).	Reduce negative behaviour events for PP pupils (currently 5.33 per pupil) and eliminate suspensions.
<b>5. Increase Engagement in Enrichment</b>	31.48% of PP cohort attending at least one club.	Increase participation of PP students in extra-curricular clubs and ensure 100% attendance at school trips.

## 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>1. Literacy &amp; Numeracy Intervention (Challenge 1 &amp; 2)</b>	Targeted daily phonics catch-up, small-group or 1:1 tutoring, and precision spelling interventions.	£12,745 plus £4,709	EEF research indicates that targeted small-group tuition is a high-impact strategy that can add up to +4 months of progress.
<b>2. Mathematics Support (Challenge 1 &amp; 3)</b>	"Mastering Number" programs, daily number fluency sessions, and pre-teaching of key concepts to build confidence.	£7,948	Diagnose, Intervene, Monitor: Using robust diagnostic testing identifies precise needs, followed by systematic mental arithmetic training.
<b>3. Attendance &amp; Punctuality Drive (Challenge 4)</b>	EWO (Education Welfare Officer) time, proactive home visits, and a system of attendance rewards.	£8,244	Combining high-level oversight with parental engagement is recommended by the EEF to effectively remove barriers to school attendance.
<b>4. Behaviour &amp; SEMH Support (Challenge 3 &amp; 4)</b>	In-house Counsellor, Magna Lane alternative provision integration, and CPI (Crisis Prevention Institute) training.	£29,809	Effective behaviour interventions can yield an average of +4 months' progress and are critical in preventing suspensions and exclusions.
<b>5. Enrichment &amp; Aspirations (Challenge 5)</b>	Subsidised trips (e.g., Yorvik, Whitby Residential), music lessons, and free after-school clubs.	£5,070	Arts participation and outdoor experiential learning build cultural capital and self-efficacy, adding approximately +2 months of progress.
<b>Total budgeted cost</b>		<b>£68,525</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. Internal data from July 2025 indicates a significant improvement in Year 6 Reading and Writing for disadvantaged pupils compared to the previous year. 61% of disadvantaged pupils achieved age-related expectations (ARE) in Reading (a 13% increase from 2024) and 67% in Writing (a 19% increase). However, the gap remains wide: only 50% of disadvantaged pupils

Evaluation Detail	Summary
	met the expected standard in Maths, representing only a 2% increase from the prior year and leaving a 29% gap compared to non-disadvantaged peers.

## Close Literacy & Numeracy Gaps

Evaluation Detail	Summary
<b>Impact</b>	Developing. Foundational literacy remains a critical challenge. In 2024, only 33% of disadvantaged children in Reception met the expected standard in Reading, compared to 89% of their peers. Furthermore, at the end of Reception in 2024, only 60% of disadvantaged children reached the expected standard in Communication and Language, compared to 93% of non-disadvantaged peers. While Y6 Reading results are improving, the vocabulary and phonics gaps in earlier years continue to be a primary barrier to long-term success.

## Improve Attendance

Evaluation Detail	Summary
<b>Impact</b>	Improving but Still Below Target. Pupil Premium attendance for 2023-24 was 90%, showing no significant movement from the 89.98% recorded in 2022-23. Disadvantaged pupils continue to attend less frequently than non-disadvantaged peers (94.93%). Persistent absence (PA) remains a major concern, with disadvantaged PA rates ranging between 29.8% and 39.4% compared to a maximum of 10.8% for non-disadvantaged pupils.

## Reduce Extreme Sanctions & Improve Behaviour

Evaluation Detail	Summary
<b>Impact</b>	Positive Stability. The school continues to prioritise a whole-school approach to support disadvantaged outcomes. While specific suspension rates for the full 2024/25 year are not detailed, the strategy intent focuses on early intervention and responsiveness to individual needs. The school prospectus guarantees provision for social and emotional development for all eligible children.

## Boost Aspirations & Improve Cultural Capital

Evaluation Detail	Summary
<b>Impact</b>	Area for Targeted Growth. The school recognizes that a lack of enrichment opportunities has historically affected disadvantaged pupils. Current strategy objectives include providing opportunities to increase cultural capital through cross-curricular clubs and specific enrichment such as trips and visitors.

## Increase Engagement in Enrichment

Evaluation Detail	Summary
<b>Impact</b>	Identified Priority. Observations identified a lack of enrichment opportunities as a barrier to learning. For 2024/25, the school has committed to providing enrichment clubs specifically to target this gap, alongside standard after-school and sports clubs.

## 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>Academic Support</b>	Y6 Booster Support and Targeted Intervention:	Year 6 Reading and Writing ARE for disadvantaged pupils increased by 13% and 19% respectively, validating the impact of booster sessions and teacher led one-to-one support.
<b>Early Identification</b>	Automatic Eligibility Checking in EYFS:	This has proven highly effective, helping to increase the proportion of PP-eligible pupils identified from 30% to 40%, ensuring children receive support as soon as they start school.
<b>Phonics &amp; Language</b>	Robust Phonics & Metacognition Focus:	Observations confirm that disadvantaged pupils have greater difficulties with phonics; continuing evidence-based schemes like Ruth Miskin RWI is vital to support early reading development.

## 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	29	14	48%	15	52%	1	3%	4	14%	24	83%	7	24%	22	76%	0	0%
2	24	12	50%	12	50%	2	8%	4	17%	18	75%	8	33%	16	67%	0	0%
3	12	7	58%	5	42%	1	8%	3	25%	8	67%	7	58%	5	42%	0	0%
4	26	15	58%	11	42%	1	4%	8	31%	17	65%	11	42%	15	58%	0	0%
5	15	9	60%	6	40%	0	0%	3	20%	12	80%	6	40%	9	60%	0	0%
6	29	18	62%	11	38%	0	0%	10	34%	19	66%	6	21%	23	79%	1	3%

Total pupils: 135

Gender balance: 75 boys (56%), 60 girls (44%) – a slight male skew overall. []

SEND: 5 pupils with EHCP (4%), 32 SEN Support (24%), making 37 pupils (27%) with identified SEND. This is above national averages and a significant feature of the school context.

Disadvantage (Pupil Premium): 39 pupils (29%) are eligible for Pupil Premium, a higher-than-average proportion.

EAL: Very low, with only 1 pupil (1%).

## Improve Attainment & Progress

### EYFS

#### 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 Lodge																		
2024		75.0%		75.0%														
2025	19	73.08%	0	0.00%	22	84.62%	22	84.62%	24	92.31%	19	73.08%	23	88.46%	22	84.62%	25	96.15%

43% of disadvantaged children achieved their GLD at the end of the academic year 25.

### Phonics Y1

Year 1	Not Achieving Standard		Achieving Standard		Average Mark
Aston Lodge	No.	%	No.	%	No.
2022	8	29	20	71	31
2023	2	15	11	85	34
2024	5	20	20	80	32
2025	7	24%	22	76%	31.7

40% of the Year 1 cohort, who are disadvantaged passed their phonics screening check.

### Phonics 2 Cumulative

Y2 Cohort (number of pupils) TOTAL	Y2 predicted phonics pass	Y2 predicted phonics pass %	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





	Reading EXS+		Reading GDS		Reading Av. SS	Writing EXS+		Writing GDS		Maths EXS+		Maths GDS		Maths Av. SS	Combined EXS+		Combined GDS	
Aston Lodge	No.	%	No.	%		No.	%	No.	%	No.	%	No.	%		No.	%	No.	%
2022		74%		22%	-		70%		0%		78%		19%	-		67%		0%
2023	19	66%	4	14%	95.50	19	66%	3	10%	20	69%	4	14%	92.97	19	66%	3	10%
2024	6	50%	2	17%	92.33	6	50%	0	0%	7	58%	1	8%	91.75	8	67%	0	0%
2025	16	67%	2	8%	94.67	16	67%	2	8%	16	67%	2	8%	97.08	13	54%	1	4%

Y2 Disadvantaged / Pupil Premium pupils - (8- 33%)

4/8 50%) of Pupil Premium pupils achieved EXS in Reading

4/8 (50%) of Pupil Premium pupils achieved EXS in Writing

5/8(63%) of Pupil Premium pupils achieved EXS in Maths

0 of Pupil Premium pupils achieved GDS in Reading

0 Pupil Premium pupils achieved GDS in writing (0 achieved in the cohort)

1/8(13%) achieved GDS in Maths

## Year 6

	Reading EXS+		Reading GDS		Reading Av. SS	Writing EXS+		Writing GDS		Maths EXS+		Maths GDS		Maths Av. SS	Combined EXS+		Combined GDS	
Aston Lodge	No.	%	No.	%		No.	%	No.	%	No.	%	No.	%		No.	%	No.	%
2022		74%		22%	-		70%		0%		78%		19%	-		67%		0%
2023	17	77%	4	18%	104.29	16	73%	2	9%	17	77%	3	14%	102.64	16	73%	1	5%
2024	16	59%	5	19%	102.00	20	74%	2	7%	16	59%	3	11%	101.59	11	41%	1	4%
2025	22	76%	9	31%	104.62	19	66%	0	0%	21	72%	7	24%	103.24	17	59%	0	0%

Y6 Disadvantaged / Pupil Premium pupils - 6 / (21%)

3/6 (50%) of Pupil Premium pupils achieved EXS in Reading

1/6 (17%) of Pupil Premium pupils achieved EXS in Writing

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

0 Pupil Premium pupils achieved GDS in Writing

## 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 40% 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
- 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 students achieved the expected standard in reading in comparison to the whole cohort – 50% PP EXS compared with 76% EXS whole cohort at the end of Year 6.

### 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
- 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. YARC reading assessments)
- Increased proportion of disadvantaged pupils achieving EXS and GDS in reading
- Pupil voice feedback evidencing greater reading enjoyment and confidence

## Writing

### Identified Need:

Disadvantaged children are performing significantly below their peers in writing – 17% compared with 66%. Writing (including GDS) remains a whole school priority.

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

- Focused writing interventions
- Precision spelling and grammar interventions (e.g. *Spelling Shed*, *Read, Write Inc 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:

Fewer disadvantaged students achieved the expected standard in mathematics in comparison to the whole cohort – 33% PP EXS compared with 72% EXS whole cohort at the end of Year 6.

### 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	92.85	94.81	93.97	94.10	94.12
PP	92.05	92.89	90.71	90.09	92.69
FSM Ever6	92.05	92.89	90.71	90.09	92.69
Gap	-0.8	-2.08	-3.26	-4.01	-1.43

\*Year to date

## Attendance Bands

2025/26 to date

Attendance Band	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Average
97% - 100%	15.00%	64.52%	40.74%	50.00%	50.00%	64.00%	35.29%	45.65%
95% - 96.9%	15.00%	12.90%	22.22%	20.83%	16.67%	12.00%	23.53%	17.59%
93% - 94.9%	25.00%	6.45%	3.70%	12.50%	16.67%	8.00%	23.53%	13.69%
90% - 92.9%	15.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	2.14%
85% - 89.9%	10.00%	3.23%	14.81%	4.17%	16.67%	8.00%	5.88%	8.97%
80% - 84.9%	10.00%	3.23%	7.41%	0.00%	0.00%	4.00%	5.88%	4.36%
70% - 79.9%	0.00%	3.23%	11.11%	4.17%	0.00%	4.00%	0.00%	3.21%
0% - 69.9%	5.00%	3.23%	0.00%	4.17%	0.00%	0.00%	5.88%	2.61%

2024/25

Attendance Band	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Average
97% - 100%	46.67%	36.67%	37.50%	41.67%	48.15%	26.67%	58.62%	42.28%
95% - 96.9%	13.33%	23.33%	4.17%	16.67%	7.41%	46.67%	10.34%	17.42%
93% - 94.9%	6.67%	20.00%	25.00%	25.00%	11.11%	20.00%	10.34%	16.87%
90% - 92.9%	6.67%	6.67%	16.67%	0.00%	11.11%	6.67%	6.90%	7.81%
85% - 89.9%	13.33%	6.67%	8.33%	0.00%	3.70%	0.00%	6.90%	5.56%
80% - 84.9%	6.67%	3.33%	8.33%	8.33%	7.41%	0.00%	6.90%	5.85%
70% - 79.9%	3.33%	0.00%	0.00%	8.33%	7.41%	0.00%	0.00%	2.72%
0% - 69.9%	3.33%	3.33%	0.00%	0.00%	3.70%	0.00%	0.00%	1.48%



2023/24

Attendance Band	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Average
97% - 100%	33.33%	42.31%	40.00%	36.67%	53.33%	46.43%	44.44%	42.36%
95% - 96.9%	20.00%	7.69%	13.33%	16.67%	13.33%	25.00%	25.93%	17.42%
93% - 94.9%	13.33%	19.23%	13.33%	16.67%	20.00%	10.71%	14.81%	15.44%
90% - 92.9%	16.67%	15.38%	6.67%	13.33%	6.67%	7.14%	3.70%	9.94%
85% - 89.9%	3.33%	7.69%	6.67%	6.67%	6.67%	7.14%	7.41%	6.51%
80% - 84.9%	10.00%	7.69%	13.33%	3.33%	0.00%	3.57%	0.00%	5.42%
70% - 79.9%	0.00%	0.00%	6.67%	0.00%	0.00%	0.00%	3.70%	1.48%
0% - 69.9%	3.33%	0.00%	0.00%	6.67%	0.00%	0.00%	0.00%	1.43%

2022/23

Attendance Band	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Average
97% - 100%	40.74%	37.50%	48.28%	46.67%	53.85%	46.15%	52.17%	46.48%
95% - 96.9%	33.33%	18.75%	31.03%	26.67%	15.38%	7.69%	26.09%	22.71%
93% - 94.9%	7.41%	6.25%	6.90%	20.00%	15.38%	23.08%	8.70%	12.53%
90% - 92.9%	7.41%	12.50%	6.90%	6.67%	7.69%	11.54%	8.70%	8.77%
85% - 89.9%	7.41%	12.50%	0.00%	0.00%	7.69%	11.54%	0.00%	5.59%
80% - 84.9%	3.70%	0.00%	3.45%	0.00%	0.00%	0.00%	0.00%	1.02%
70% - 79.9%	0.00%	6.25%	0.00%	0.00%	0.00%	0.00%	4.35%	1.51%
0% - 69.9%	0.00%	6.25%	3.45%	0.00%	0.00%	0.00%	0.00%	1.39%

2021/22

Attendance Band	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Average
97% - 100%	#DIV/0!	12.50%	24.14%	20.00%	48.00%	37.50%	35.29%	29.57%
95% - 96.9%	#DIV/0!	6.25%	20.69%	26.67%	20.00%	8.33%	19.61%	16.92%
93% - 94.9%	#DIV/0!	12.50%	24.14%	26.67%	16.00%	20.83%	19.61%	19.96%
90% - 92.9%	#DIV/0!	6.25%	13.79%	20.00%	12.00%	8.33%	17.65%	13.00%
85% - 89.9%	#DIV/0!	62.50%	17.24%	6.67%	4.00%	25.00%	7.84%	20.54%
80% - 84.9%								
70% - 79.9%								
0% - 69.9%								

## Attendance Bands

	2021/22	2022/23	2023/24	2024/25	2025/26*
100%	1.96%	1.85%	5.00%	0.0%	28.57%
95%-100%	37.25%	53.7%	46.67%	35.29%	51.02%
90%-100%	66.67%	77.78%	73.33%	64.71%	75.51%
50%-89%	100%	98.15%	98.33%	100%	100%
Below 50%	0%	1.85%	1.67%	0%	0%
Total	92.05%	92.89%	90.71%	90.09%	92.69%



## 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	3	1
PP	0	0	0	3	1
FSM Ever6	0	0	0	3	1

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

2 children have attended Woodland View

1 child has attended Magna Lane

1 child transferred to the Orchard

LP completed a 14-week programme and is now integrating back into school.

The two children who are attending Woodlands have no immediate plans to return to Lodge AB, who attends The Orchard, has no intention of coming back.

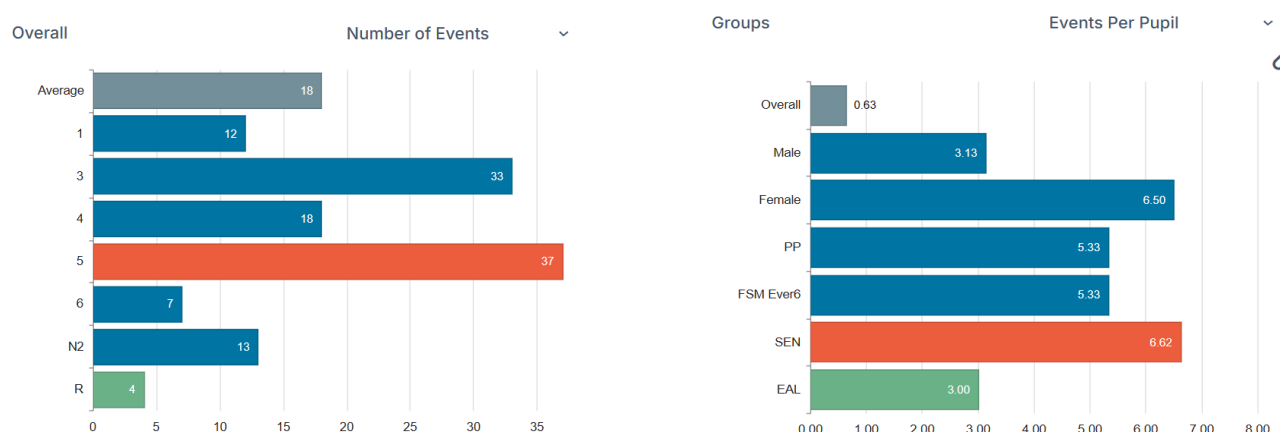
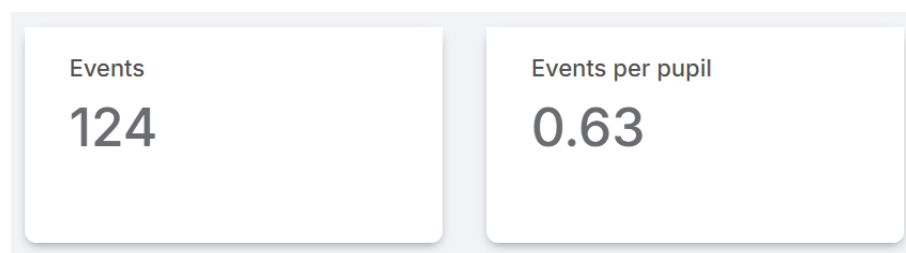
### Positive Behaviours

#### Positive Events per Student

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



## Negative Behaviour Events



## Boost Aspirations & Careers Readiness

Activities and events analysis

## Increase Engagement in Enrichment

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

### 24/25 Clubs:

Club	Year g	Overa	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Fema	Male	SEN	No SE	PP	Non -	FSM	Non -	Ethnicit
CHEERLEADING CLUB	ALL	8	0	0	4	2	2	0	0	8	0	2	6	3	9	1	7	1
DANCE CLUB	ALL	9	0	3	2	1	3	0	0	9	0	4	5	6	11	2	7	1
DISNEY DANCE	ALL	12	5	3	4	0	0	0	0	10	2	3	9	6	12	3	9	1
Dodgeball	ALL	14	0	0	5	0	2	3	4	5	9	4	10	9	13	4	10	1
FOOTBALL COACHING	ALL	11	0	0	5	0	1	3	2	2	9	3	8	8	7	5	6	1
Gym Club	ALL	11	0	8	2	1	0	0	0	7	4	1	10	2	11	1	10	4
KARATE	ALL	13	0	6	4	0	3	0	0	9	4	4	9	5	16	1	12	2
Mon - Arts & Crafts	ALL	9	0	4	4	1	0	0	0	6	3	2	7	2	7	2	7	3
Nerf Wars	ALL	11	0	0	5	0	2	1	3	4	7	4	7	8	11	4	7	0
Science Club	ALL	10	0	0	3	1	1	2	3	2	8	3	7	6	10	2	8	2
Tues - Football Golf	ALL	12	0	0	3	1	3	3	2	2	10	1	11	4	10	3	9	1



	On Roll (2021-22)	On Roll %	Number attending at least one Club	Number attending more than one Club	% of Cohort Attending a Club/Extra - Curricular	% of Cohort Attending more than one Club/Extra - Curricular	Number attending more than 2	%	Number attending more than 3	%	Number attending more than 4	%	Number attending more than 5	%
Overall	168	-	59	30	35.12%	17.86%	30	17.86%	16	9.52%	5	2.98%	5	2.98%
FS2	30	17.86%	5	0	16.67%	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Year 1	30	17.86%	15	7	50.00%	23.33%	7	23.33%	2	6.67%	0	0.00%	0	0.00%
Year 2	24	14.29%	16	10	66.67%	41.67%	10	41.67%	6	25.00%	2	8.33%	2	8.33%
Year 3	12	7.14%	3	1	25.00%	8.33%	1	8.33%	1	8.33%	1	8.33%	1	8.33%
Year 4	28	16.67%	8	4	28.57%	14.29%	4	14.29%	3	10.71%	1	3.57%	1	3.57%
Year 5	15	8.93%	6	4	40.00%	26.67%	4	26.67%	2	13.33%	0	0.00%	0	0.00%
Year 6	29	17.26%	6	4	20.69%	13.79%	4	13.79%	2	6.90%	1	3.45%	1	3.45%
Female	91	54.17%	30	15	32.97%	16.48%	15	16.48%	6	6.59%	4	4.40%	4	4.40%
Male	105	62.50%	29	15	27.62%	14.29%	15	14.29%	10	9.52%	1	0.95%	1	0.95%
SEN	53	31.55%	16	9	30.19%	16.98%	9	16.98%	4	7.55%	1	1.89%	1	1.89%
PP	54	32.14%	17	9	31.48%	16.67%	9	16.67%	5	9.26%	0	0.00%	0	0.00%
FSM	54	32.14%	16	8	29.63%	14.81%	8	14.81%	4	7.41%	0	0.00%	0	0.00%
Ethnicity (Other than White British)	21	12.50%	8	4	38.10%	19.05%	4	19.05%	3	14.29%	1	4.76%	1	4.76%

Number of clubs with attendance	14
Most Attended Club by student numbers	Dodgeball

## 24/25 Trips:

### FS2

- Austerfield
- The Deep
- Butterfly House

### Year 1

- Yorkshire Wildlife Park
- Transport Museum
- Wentworth Garden Centre

### Year 2

- Conisborough Castle
- Weston Park Museum
- Austerfield Study Centre

### Year 3 & 4

- Yorvik Viking Centre/The Dig
- National Space Centre Museum
- Cleethorpes

### Year 4 & 5

- York Chocolate Story
- Ulley water sports
- Climbing Wall

### Year 6

- Crucial Crew
- Eden Camp
- National Coal Mining Museum
- Whitby Residential
- Trust Residential

**1 child has accessed Magna Lane This pupil is PP**





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# **Aston Lodge Pupil Premium Strategy Report**