

schoolcrestAppley Bridge All Saints' CE Primary Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Appley Bridge All Saints' CE Primary School
Pupils in school	137
Proportion of disadvantaged pupils	5.8%
Pupil premium allocation this academic year	£12,176 (2023-24)
Academic year or years covered by statement	2023-2026
Publish date	September 2023
Review date	September 2026
Statement authorised by	Janet Dunn
Pupil premium lead	Janet Dunn
Governor lead	Rachel Edwards Barrott

Disadvantaged pupil progress scores for last academic year (2022-23)

Number of disadvantaged children in cohort: 2

Measure	Score
Reading	-7.3 no significant difference
Writing	-9.1 significant-
Maths	-6.7 no significant difference

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	0%
Achieving high standard at KS2	0%

In 2023-24, there were no disadvantaged pupils in the Y6 cohort.

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Plan and deliver high quality intervention strategies for all disadvantaged pupils to ensure the best outcomes for them according to their needs.
Priority 2	Purchase resources which ensure high quality teaching, including reading books linked to phonics and practical maths resources.
Barriers to learning these priorities address	Teaching Assistant hours continue to be cut due to funding. Lack of professional development for all staff due to the financial position of the school.
Projected spending	£5000

Teaching priorities for current academic year (2024-25)

Aim	Target	Target date
Progress in Reading	Achieve at least national average progress scores in KS2 Reading.	July 2025
Progress in Writing	Achieve at least national average progress scores in KS2 Writing.	July 2025
Progress in Mathematics	Achieve above national average progress scores in maths.	July 2025
Phonics	Achieve above the national and local average expected standard in the phonics screening check for Y1	June 2025

Targeted academic support for current academic year

Measure	Activity
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Priority 1	Purchase and ensure regular use of intervention programmes for literacy including IDL. SENCo to timetable staff and liaise with parents.
Priority 2	Continue to monitor the early reading books. Support staff new to Y1 and Y2 with regard to early reading and phonics. Maths lead to monitor availability and use of practical maths resources.
Barriers to learning these priorities address	Encouraging wider reading which will result in accelerated progress for many children. Guided reading training by a consultant required to enthuse staff and update their knowledge.
Projected spending	£4000

Wider strategies for current academic year

Measure	Activity
Priority 1	Ensure all disadvantaged pupils have the same opportunities to benefit from trips, clubs, optional tuition which is charged and residential.
Priority 2	Encourage participation for all with the inter-school sports competitions and events. Target pupils who do not willingly come forward as these activities provide wide ranging benefits including self-esteem, team building, resilience.
Barriers to learning these priorities address	Developing the whole child- ensure barriers are removed, including financial, transport needs, medical needs, lack of kit or footwear.
Projected spending	£2500

Monitoring and Implementation

Area	Challenge	Mitigating action
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Teaching	Ensuring best use is made of staff meeting time and inset days for effective training and development.	Use of INSET days/ twilights and staff meetings so that they are planned to be effective and led by the right person.
Targeted support	Ensuring the right children access the right interventions, and adapted resources and support. Parents to be supported so that they can encourage and work with their child at home on reading tasks, homework or additional tasks including IDL.	Interventions to be carefully planned so that other areas of the curriculum are not missed where this may be of detriment to the child. SENCo to have an overview of all interventions and monitor the effectiveness of them.
Wider strategies	Engaging the families facing challenges which result in pupils missing out on enriching activities, many of which boost confidence, resilience and self-esteem. These include sports events, music tuition, trips, after school and holiday clubs and residential trips offered throughout Key Stage 2.	Determine the challenges and which families need support. Make direct contact with these families and offer the help which is available for the child to enjoy enriching activities including the many opportunities school can offer.

Review: last year's aims and outcomes (2023-24)

Due to the very small numbers of disadvantaged pupils, comparisons between cohorts will not be made.

Aim	Outcome (0 pupils in Y6)
Progress in Reading and Writing (Y6)	
Progress in Mathematics (Y6)	

Phonics (Y1)	In 2024, there was 1 disadvantaged child who did not meet the expected threshold.
Phonics (Y2)	In 2024, there was 1 disadvantaged child who did meet the threshold.
Subsidised activities as appropriate	These included: lunches for a pupil on Ever6, payments towards trips and residentials for all eligible pupils, all of the KS2 pupils took part in inter-school sports events.