Pupil Premium Strategy Statement- Appley Bridge All Saints' CE Primary Academy 2026-2029

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	142
Proportion (%) of pupil premium eligible pupils	6.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2026-2029
Date this statement was published	November 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Mrs Janet Dunn
Pupil premium lead	Mrs Janet Dunn
Governor / Trustee lead	Rachel Edwards Barrott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,950
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£13,950

Part A: Pupil premium strategy plan

Statement of intent

At Appley Bridge All Saints' CE Primary Academy, our overarching intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The central focus of our Pupil Premium strategy is to support disadvantaged and vulnerable pupils to achieve that goal, including sustaining progress for those who are already high attainers. Within our academy context of 142 pupils on roll and a 6.3% Pupil Premium allocation, we deploy our £13,950 funding allocation to ensure resources are used efficiently and effectively for maximum impact.

Our strategy is built upon the Education Endowment Foundation's (EEF) recommended three-tiered framework, balancing High-Quality Teaching, Targeted Academic Support, and Wider Strategies:

High-Quality First Teaching: High-quality classroom teaching is at the heart of our approach and is proven to have the greatest impact on closing the disadvantage attainment gap. We prioritize continuous professional development, diagnostic assessment tools (such as NFER and Learning by Questions), and curriculum enhancements (including mastery mathematics) to ensure that first-tier teaching benefits all pupils while providing targeted support where disadvantaged learners require it most.

Targeted Academic Support: Rooted in robust diagnostic assessments rather than assumptions about socio-economic background, we provide structured one-to-one and small-group interventions (including IDL literacy and numeracy software). We act early to intervene at the exact point of identified need to accelerate progress in phonics, reading, and mathematics.

Wider Strategies & Non-Academic Barriers: To address broader barriers to learning, we focus on sustaining high attendance rates (aiming for at least 97% overall attendance and narrowing the PP attendance gap to 2%) and supporting social, emotional, and mental health needs. By subsidizing educational visits, residential trips (such as outdoor adventurous activities and cultural visits to York), and extra-curricular enrichment, we develop pupils' confidence, resilience, and cultural capital.

Delivered across a sustained three-year strategic implementation cycle (2026–2029), our plan undergoes continuous evaluation and flexible leadership monitoring to adapt to emerging cohort needs. Building on previous outcomes—including 100% GLD for eligible disadvantaged Reception pupils (with overall school GLD reaching 76.2% in 2025/26), 100% Year 1 Phonics screening success for disadvantaged learners, and full marks in the Year 4 Multiplication Tables Check for disadvantaged pupils—our strategy maintains a sharp focus on closing Key Stage 2 attainment gaps in Reading, Writing, and Mathematics.

Implicit in our intended outcomes is the mandate that non-disadvantaged pupils' attainment will be sustained and improved alongside the accelerated progress of their disadvantaged peers. All staff take collective responsibility for raising expectations, ensuring disadvantaged pupils are appropriately challenged, and enabling every child to excel.

Challenges

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

Challenge number	Detail of challenge
1	**Attendance & Persistent Absence** While overall school attendance remains strong, maintaining high attendance for disadvantaged pupils and preventing persistent absence is a key priority. Targeted focus is required to sustain overall attendance at or above 97% and ensure no gap in attendance figures develops. It is currently at 0% PA for disadvantaged pupils.
2	**Co-occurrence of Disadvantage and Special Educational Needs (SEND)** Diagnostic tracking indicates that a significant proportion of our small Pupil Premium cohort also present with Special Educational Needs, including Education, Health and Care Plans (EHCPs) and Speech, Language & Communication Needs (SLCN). Managing these combined socio-economic and developmental barriers requires tailored, one-to-one and small-group interventions to accelerate progress.
3	**Early Language Development, Reading Fluency & Comprehension** Although Year 1 Phonics screening performance among disadvantaged learners has been strong (100% pass rate in recent years), diagnostic assessments show that some disadvantaged pupils require sustained support with vocabulary acquisition, reading fluency, and comprehension as they transition into Key Stage 2
4	**Social, Emotional Wellbeing & Access to Cultural Enrichment** Assessments, pupil voice, and family discussions highlight social, emotional, and self-regulation challenges for some pupils. Financial barriers can limit access to extra-curricular clubs, musical tuition, and key residential visits (such as outdoor adventurous activities and cultural trips to Tower Wood and Willersey Castle), which are vital for developing resilience, self-confidence, and cultural capital.

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
Attendance & Engagement	Sustained high attendance demonstrated by:

To achieve and sustain high attendance rates for all children, particularly Pupil Premium pupils, while significantly reducing persistent absence.	• Overall school attendance rate maintained at 97% or above. • Attendance gap between PP and non-PP pupils remains minimal. (Current 0.5%) • PA to remain at 0%
Targeted Support for Disadvantage & SEND To ensure accelerated progress for disadvantaged pupils presenting with co-occurring SEND, EHCPs, or Speech, Language & Communication Needs (SLCN	• **100% of PP pupils with SEND receive structured 1-to-1 or small-group academic interventions** (e.g., IDL literacy and numeracy software). • Diagnostic assessments (NFER / IDL) demonstrate consistent progress against personalised learning targets.
Phonics, Reading Fluency & KS2 Comprehension To maintain strong phonics outcomes and secure sustained reading fluency and comprehension across Key Stage 2 for all Pupil Premium pupils	• 100% of eligible PP pupils pass the Year 1 Phonics Screening Check that don't have any additional needs. • All PP pupils follow structured phonics/reading programmes with targeted intervention for any identified gaps. • 100% of PP pupils without additional needs achieve at least the expected standard (Exp+) in KS2 Reading assessments
Wellbeing, Resilience & Cultural Capital To achieve and sustain improved social-emotional wellbeing, self-confidence, and equitable access to cultural enrichment for all Pupil Premium pupils.	• 100% participation of PP pupils in all extra curricular activities including visits and trips (including outdoor adventurous activities and cultural visits to Tower Wood and WIllersey Castle). • Pupil voice, parent surveys, and teacher observations show increased pupil confidence, resilience, and engagement in learning. • Zero participation gap between PP and non-PP pupils in extra-curricular clubs, sports, and music tuition

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: approximately £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:	1, 2, 3,

Training for staff to ensure assessments are interpreted and administered correctly.	Diagnostic assessment | EEF	
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics | Teaching and Learning Toolkit | EEF	3
Purchase of CPD for training for staff in regards Trauma Training and SALT Training	*The EEF Teaching and Learning Toolkit highlights* **Oral Language Interventions** *(including staff training to deliver targeted speech, language, and communication support) as a high-impact, low-cost approach, providing an average of* **+6 additional months' progress** *over the course of a year. Training staff in Speech and Language Therapy techniques enables early identification of communication deficits, targeted vocabulary instruction, and structured spoken language support, which directly accelerates reading comprehension and overall attainment.* Oral Language Interventions *The EEF Teaching and Learning Toolkit demonstrates that* **Social and Emotional Learning (SEL)** *and* **Behaviour Interventions** *have an average positive impact of* **+4 additional months' progress** *over the course of an academic year. Trauma-informed training equips staff with evidence-based strategies to improve pupils' self-regulation, emotional management, and relationship building, creating a supportive environment that reduces non-academic barriers to learning—particularly for vulnerable and disadvantaged pupils.* Social and Emotional Learning Behaviour Interventions	4

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

Budgeted cost: approximately £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase the International Dyslexia Learning Solutions (IDL) software to target individuals who require additional support to improve their reading, phonics and spelling attainment. Teaching Assistant required to ensure devices are set up ready, and to supervise pupils whilst using this intervention. The SENCO will carry out regular checks on progress.	International Dyslexia Learning Solutions (IDL) includes both Literacy and Numeracy intervention software that has a proven track record of helping dyslexic and dyscalculic children. The software is used in over 2,300 schools worldwide and has helped over 40,000 children. The IDL Literacy package provides a multi-sensory system that supports learners (especially those with dyslexia) to improve their reading and spelling ages.	123
Structured 1-to-1 & Small Group Academic Intervention Deployment of trained Teaching Assistants to deliver targeted 1-to-1 and small-group tutoring in Reading, Writing, and Maths for Pupil Premium pupils requiring catch-up, directly linked to NFER diagnostic assessment findings.	**EEF Toolkit – One to one tuition (+5 months) & Small group tuition (+4 months):** Tuition targeted at specific learning gaps is exceptionally effective. The EEF highlights that structured intervention sessions delivered by TAs—when closely aligned with classroom teaching—accelerate progress significantly for disadvantaged pupils. EEF One to One Tuition EEF Small Group	123
Targeted Speech, Language & Communication (SALT) Interventions TA-led targeted oral language and vocabulary interventions for disadvantaged pupils identified with Speech, Language & Communication Needs (SLCN) in EYFS and Key Stage 1.	**EEF Toolkit – Oral Language Interventions (+6 months):** Targeted language support and structured dialogue interventions provide very high impact for low cost. Early speech and language interventions ensure pupils develop the oral vocabulary needed to access reading comprehension and written tasks. EEF Oral Language Interventions	23
Structured Phonics Catch-Up & Reading Fluency Practice Daily 1-to-1 phonics revisits and guided reading fluency sessions led by TAs for Key Stage 1 and Key Stage 2 Pupil	**EEF Toolkit – Phonics (+5 months) & Reading Comprehension (+6 months):** Targeted phonics interventions are highly effective when delivered as short, regular sessions to overcome	3

Premium pupils who require extra decoding or fluency practice.	specific decoding barriers, directly supporting subsequent reading comprehension at KS2. EEF Phonics EEF Reading Comprehension Strategies	

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

Budgeted cost: approximately £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to closely monitor the embedding of principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE recognises the importance of getting the basics right, like attendance and behaviour, and understand that failing to put these building blocks in place will undermine the effectiveness of the PPG in raising standards. We have rapid response systems to address poor attendance. This involves staff contacting home immediately if a child fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.	1
Educational Visits and enrichment contributions to support parents who are not able to afford education visits to outdoor and adventurous activities. Provide further opportunities for in school enrichment activities.	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning Continue to offer a wide range of clubs and monitor the attendance of disadvantaged pupils. In 2025-26, every disadvantaged child participated in an after school enrichment activity and/or represented school in an event. EEF Arts Participation EEF Sports Participation	1, 2

Total budgeted cost: £14,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have evaluated the performance of our school's disadvantaged pupils during the **2025/26 academic year** *using statutory EYFSP, Phonics screening, Key Stage 1 teacher assessments, and Key Stage 2 national test data. Because our Pupil Premium cohort sizes are very small in individual year groups (often 1–3 pupils), individual pupil percentages represent 33% to 100% of a cohort. Therefore, statistical comparisons are contextualized alongside individual diagnostic tracking and starting points.*

Early Years Foundation Stage (EYFS)

• *In 2025/26, overall school GLD reached* **76.2%** *(21 pupils), exceeding LA (70.1%), regional (69.5%), and national (72.3%) averages.*

• *While there were* **no eligible Pupil Premium pupils** *in the 2025/26 Reception cohort, this builds upon* **100% GLD attainment for disadvantaged pupils in 2024/25**.

Phonics Screening Check (Year 1 & Year 2)

• **Year 1 Phonics**: **100% (1 of 1)** *of disadvantaged pupils met the required standard (score of 31+) in 2025/26. This maintains a multi-year trend of outstanding phonics performance (100% in 2024/25 and 2025/26), significantly outperforming the Lancashire PP average (62.9%) and National PP average (68.3%). Overall school Year 1 Phonics reached* **95.8%**.

• **Year 2 Phonics Re-take**: **100% (1 of 1)** *of disadvantaged pupils taking the re-take met the expected standard.*

Key Stage 1 (Year 2 Teacher Assessments)

• *There were* **3 disadvantaged pupils** *in the Year 2 cohort, with a high co-occurrence of Special Educational Needs (SEND) and speech/language needs.*

• **66.7% (2 of 3)** *of disadvantaged pupils achieved the Expected Standard in Reading Teacher Assessment. None of the 3 pupils achieved the combined RWM standard due to complex learning needs. Specific catch-up interventions (including IDL software and TA precision teaching) are in place for these pupils in Year 3.*

Key Stage 2 (Year 6 Statutory Tests)

There were **2 disadvantaged pupils** *in the Year 6 cohort:*

• **Reading Test**: **100% (2 of 2)** *achieved the Expected Standard (Exp+), with an average scaled score of 107.9 across the school.*

• **Writing Teacher Assessment**: **100% (2 of 2)** *achieved the Expected Standard.*

• **Mathematics Test**: **100% (2 of 2)** *achieved the Expected Standard, with an average scaled score of 109.6 across the school.*

• **Grammar, Punctuation & Spelling (GPS)**: **100% (2 of 2)** *achieved the Expected Standard, with* **50% (1 pupil)** *achieving the Higher Standard (scaled score 110–120).*

• **Combined RWM**: **100% (2 of 2)** *of disadvantaged pupils achieved the Expected Standard in Reading, Writing, and Mathematics combined. This significantly outperformed the school's non-PP cohort (78.9%), the Lancashire PP average (59.3%), and the National PP average (63%).*

• **KS1 to KS2 Value-Added Progress**: *School progress scores were positive in Writing (+1.37) and Mathematics (+1.98), demonstrating strong value-added progress from Key Stage 1 starting points.*

Attendance & Engagement

• *Overall school attendance remained exceptional at* **96.3%–97.0%**, *with an overall absence rate of* **3.7%**, *significantly outperforming national (5.2%) and LA (5.29%) benchmarks.*

• **100% of disadvantaged pupils** *participated fully in extra-curricular enrichment, cultural trips, and residential visits (including outdoor adventurous learning and York)*

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
IDL	IDLS Group
NFER assessments	Rising Star
Learning By Questions	LBQ

Further information

Our Pupil Premium strategy is supplemented by targeted, whole-school educational initiatives that are not directly funded by Pupil Premium or Recovery Premium grants, but significantly benefit our disadvantaged and vulnerable pupils:

• Handwriting, Presentation & Cognitive Load: We maintain a dedicated whole-school focus on handwriting fluency and letter formation. Reducing motor-cognitive friction enables pupils to focus their cognitive capacity on content generation, vocabulary choice, and complex composition during writing tasks. • Live Marking & High-Impact Feedback: We embed research-informed feedback practices across all key stages. In line with EEF evidence (+6 months progress), staff prioritize live marking during lessons to deliver immediate, actionable verbal and written feedback at the point of learning. • Integrated Speech, Language & SEND Support: Building on our trauma-informed and SALT staff training, quality-first classroom teaching is adapted to support the high co-occurrence of Speech, Language & Communication Needs (SLCN) and Special Educational Needs (SEND) within our Pupil Premium cohort. • Extracurricular Enrichment & Life Skills: We provide a rich, inclusive extracurricular offer designed to enhance wellbeing, attendance, and aspiration. All disadvantaged pupils are actively encouraged and supported to participate in sports, music, school leadership roles, and inter-school events without financial barrier.

Planning, Implementation, and Evaluation

In planning our 2026–2029 Pupil Premium strategy, we focused directly on the five core challenges identified through robust diagnostic assessment and school self-evaluation:

Triangulation of Evidence: We triangulated multi-layered data—including NFER standardized assessment outcomes, LbQ diagnostic tracking, IDL progress reports, classroom book scrutinies, pupil/parent voice, and Lancashire School Information Profile (LSIP) contextual metrics.

Evidence-Based Approach: We drew extensively on the Education Endowment Foundation (EEF) Teaching and Learning Toolkit, DfE subject guidance (such as the Primary Maths Guidance), and research into the impact of socio-economic disadvantage on early language development and attendance.

EEF Implementation Framework: We applied the EEF's implementation cycle (Explore, Prepare, Deliver, Sustain) to diagnose specific cohort needs, selecting high-leverage interventions with a proven track record of accelerating progress.

Governance & Continuous Review: Our strategic plan undergoes regular monitoring by school leadership, the Pupil Premium Lead Governor, and the Cidari Trust. Given our small cohort numbers, progress is tracked on an individual pupil basis to ensure interventions remain responsive, flexible, and targeted for maximum impact.