



Appley Bridge All Saints' C of E Primary Academy

A member of **CDARI**

Pupil Premium Strategy Statement- Appley Bridge All Saints' CE Primary Academy 2023-2026

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 (2025-2026) and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	138
Proportion (%) of pupil premium eligible pupils	9.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
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	£15,942
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£15,942

Part A: Pupil premium strategy plan

Statement of intent

At Appley Bridge All Saints' CE Primary Academy our 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 focus of our pupil premium strategy is to support disadvantaged and vulnerable children to achieve that goal, including progress for those who are already high attainers.

We aim to effectively and efficiently use resources to have the maximum impact on the outcomes of Pupil Premium (PP) children. We recognise that although all children have had their learning disrupted by the Covid-19 pandemic, the negative impact will probably be worse for PP pupils (as has been reported for England by the Social Mobility Commission in its annual State of the Nation report in July 2021). Research suggests that the disruption to learning is likely to have at least reversed the progress made in closing the 'disadvantaged' gap over the past decade. Our ultimate aim is to implement a sustained response for all children, but particularly for those from socio-economically 'disadvantaged' backgrounds. Within the PP Strategy, we will also consider how to align chosen approaches with PP spending and broader school improvement priorities.

The PP Strategy is cyclical and embedded within a broader strategic implementation cycle. The strategy will be sustained over a three-year period, including ongoing monitoring and evaluation in an annual cycle. In order to develop an effective PP strategy we have developed an in-depth understanding of the challenges that our disadvantaged children are facing. This involved diagnostic assessments of academic challenges and the assessment of wider barriers to learning. This strategy has been developed to address these key challenges.

Our academy has adopted the 3-tiered approach recommended by the Education Endowment Fund (EEF), the DfE and Ofsted, to supporting Pupil Premium children in order to balance approaches to improving teaching, targeted academic support and wider strategies. The 3-tiered approach will ensure the school focuses on a small number of strategies that are likely to make the biggest difference. Within this tiered model an evidence-based approach has been adopted. Quality first teaching is one of the biggest drivers of pupil attainment, particularly for those from 'disadvantaged' backgrounds. Consequently, improving quality first teaching is a top priority for PP spending. Evidence consistently shows the positive impact that targeted academic support can have, including children who are not making good progress across the spectrum of achievement. Therefore, the strategy considers how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one support or small group intervention to classroom teaching. Wider strategies which relate to what are likely to be the most significant non-academic challenges (or barriers to achievement) in our school have also been identified and planned for.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children's attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

School leaders will continually monitor the progress of the PP Strategy, adapting approaches when and where appropriate as the year proceeds. As actions and approaches are implemented, support will be provided for staff so that they can take ownership of them and deliver them successfully. As challenges (barriers to achievement) emerge these will be addressed through flexible and motivating leadership. We aim to respond to implementation data to tailor and improve approaches.

Challenges

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

Challenge number	Detail of challenge
1	Lower attendance - While school-level attendance is good, maintaining high attendance for disadvantaged pupils remains a priority to ensure gaps do not widen.
2	Social, emotional and behavioural needs- Our assessments, observations and discussions with children and families have identified social and emotional issues for many children, due to family dynamics, a lack of enrichment opportunities and medical needs. These challenges particularly affect disadvantaged children, including their attainment.
3	Phonics and reading- Assessments, observations, and discussions with children suggest disadvantaged children generally have greater difficulties with phonics and reading than their peers. This negatively impacts their development as readers.
4	Maths- Internal and external assessments indicate that maths attainment among some disadvantaged pupils is below that of non-disadvantaged pupils.

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
<p>To achieve and sustain high attendance for all children, particularly our Pupil Premium children.</p>	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> ● the overall attendance rate for all children being at least 97% and the attendance gap between PP children and non-PP children being reduced from 3% to 2%. ● the percentage of all children who are persistently absent being below 7% and the figure among PP children being reduced from 20% to no more than 15%
<p>To achieve and sustain improved wellbeing for all children in our school leading to increased confidence and resilience, particularly our Pupil Premium children.</p>	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> ● qualitative data from children’s voice, children and parent surveys and teacher observations ● an increase in participation in enrichment activities, particularly among PP children, to include trips, clubs, inter-school events and optional tuition which has a cost.
<p>Improved reading attainment among Pupil Premium children.</p>	<ul style="list-style-type: none"> ● All PP children will follow a structured phonics programme throughout Reception and Year 1. Gaps in learning will be identified on a regular basis and focused interventions planned to close these gaps during Year 2. ● Apart from those with SEND, all PP children will pass the phonics screening by the end of Year 2. ● KS2 reading outcomes in 2024/25 show that 50% of PP children (one of two) met the expected standard. ● KS2 predicted reading outcomes in 2025/26 show that 100% of PP children (two pupils) will meet the expected standard.
<p>Improved maths attainment for Pupil Premium children at the end of KS2.</p>	<ul style="list-style-type: none"> ● KS2 maths outcomes in 2024/25 show that 50% of PP children (one of two) met the expected standard. ● KS2 predicted maths outcomes in 2025/26 show that 100% of PP children (two pupils) will meet the expected standard.

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 £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (NFER) and LBQ (Learning by Questions)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly with 'reasonable adjustments' made for pupils with SEND.</p>	<p>EEF states that standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	3, 4
<p>Enhancement of our mastery maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund subject leader release time to work with colleagues in class to embed key elements of guidance in school and to access Maths Hub resources.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2 - GOV.UK</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>Y4 MTC in 2024-25- one PP pupil achieved full marks.</p>	4

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

Budgeted cost: approximately £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase the International Dyslexia Learning Solutions (IDL) software to target individuals who require additional support to improve</p>	<p>International Dyslexia Learning Solutions (IDL) includes both Literacy and Numeracy intervention software that has a proven track record of helping dyslexic and dyscalculic</p>	3, 4

<p>their reading, phonics and spelling attainment.</p> <p>Teaching Assistant required to ensure devices are set up ready, and to supervise pupils whilst using this intervention.</p> <p>The SENCO will carry out regular checks on progress.</p>	<p>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.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: approximately £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures, monitor attendance and implement identified strategies.</p>	<p>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. Successful schools set up 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.</p>	1
<p>Educational Visits and enrichment contributions to support parents who are not able to afford education visits to outdoor and adventurous activities and York where there are a wealth of cultural capital opportunities. Provide further opportunities for in school enrichment activities.</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	1, 2

Total budgeted cost: £16,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for disadvantaged pupils (2024-25)

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using EYFS, Phonics, MTC, and Key Stage 2 performance data provided in the School Profile 2025. However, as we had some very low numbers of PP children in some cohorts, it is difficult to compare as if there was only one child, they were classed as 100%.

Early Years Foundation Stage (EYFS)

There was 1 eligible PP pupil in the cohort. 100% of PP pupils achieved a Good Level of Development (GLD). The "All Other pupils" in the school GLD was 75% and the Local Authority average for Pupil Premium pupils was 49.5%. This represents a positive start for our disadvantaged learners.

Phonics (Year 1)

There were 2 eligible PP pupils in the Year 1 cohort. 100% of these pupils met the required standard (Wa). This is an outstanding result, exceeding the school average for all pupils (92.9%) and significantly outperforming the Local Authority PP average of 69.9%. This demonstrates the success of our Phonics programme and targeted interventions.

Key Stage 1 (Year 2)

There was only 1 PP pupil in this cohort. 0% of PP pupils met the expected standard in Reading, Writing, or Maths. Due to the extremely small cohort size (one child), statistical comparisons are not statistically significant for the strategy, but this individual pupil's data is used internally to plan specific catch-up interventions in Year 3.

Multiplication Tables Check (Year 4)

There was 1 PP pupil in this cohort who achieved full marks on the MTC. The LA PP average was 19.9.

Key Stage 2 (Year 6)

There were 2 PP pupils in the Year 6 cohort.

- Reading: 50% of PP pupils achieved the expected standard (Exp+) compared to 84% of non-PP pupils
- Writing: 50.0% of PP pupils achieved the expected standard compared to 84% of non-PP pupils
- Maths: 50% of PP pupils achieved the expected standard compared to 64% of non-PP pupils

- GPS: 50% of PP pupils achieved the higher standard compared to 36% of non-PP pupils.
- Combined (RWM): 50.0% of PP pupils achieved the expected standard in Reading, Writing, and Maths combined. This is in line with the LA average for PP pupils (50.5%) but below the school's non-PP performance of 64%.

Attendance

The overall absence rate for the school was 3.7%, which is significantly better than the National average of 5.2% and the Local Authority average of 5.29%.

This indicates that our wider strategies regarding attendance are proving effective for the whole school population.

Conclusion

The very low numbers of pupils in receipt of Pupil Premium, together with the fact that three of them also have EHCPs, means that we look at each individual pupil and their data when planning learning tasks. In 2024-2025, the achievement of these pupils showed good progress from their starting points.

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
Fast Track Phonics	LCC
Bounce Back Phonics	LCC
Fast Forward Grammar	LCC
Learning By Questions (LBQ)	LBQ

Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- a focus on handwriting and presentation across school as pupils need to be able to form letters correctly if their cognitive load is to be reduced and therefore enable them to focus on content when writing.
- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. We live mark as much as possible to give pupils immediate verbal feedback.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising as well as fundamental movement skills. Disadvantaged pupils will be encouraged and supported to participate, as well as given opportunities to represent the school at inter-school events.

Planning, implementation, and evaluation

In planning our pupil premium strategy, we focussed on the four main challenges which we need to overcome and how we can ensure our strategies lead to maximum impact.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with pupils, parents, and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours.

We looked at a number of reports, studies and research papers about the effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.