



Adlington St. Paul's C.E. Primary School



Pupil Premium Strategy Statement

2024-2027

This statement details our school's use of pupil premium funding **with the aim of improving** the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year.

School overview for 2024-2025

Detail	Data
School name	Adlington St. Paul's C.E. Primary School
Number of pupils in school	165
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025, July 2026, July 2027
Statement authorised by	Mrs. J. Burger (Headteacher)
Pupil premium lead	Mrs. J. Burger (Headteacher)
Governor / Trustee lead	Mrs. E. Dunn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,720
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£57,720

Part A: Pupil premium strategy plan

Statement of intent

At Adlington St. Paul's, our intention is that all pupils, 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 pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils 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 pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through 1:1 and small group tuition for pupils whose education has been worst affected, including non-disadvantaged pupils.

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

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.
2	Observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils.
3	Assessments and observations suggest disadvantaged pupils generally find the acquisition of phonics more challenging.
4	Assessments, observations and discussions suggest that disadvantaged pupils find writing more difficult.
5	Observations and discussions indicate that disadvantaged pupils start with lower basic maths skills than their peers.
6	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some pupils, due to personal circumstances and a lack of enrichment opportunities.

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
Improved levels of attendance and punctuality	<ul style="list-style-type: none"> • An increased number of PPG children will have sustained attendance of 96% or more. • Persistent absenteeism will reduce for PPG pupils. • Overall attendance of PPG pupils will be in-line with that of all children.
Improved standards in reading	<ul style="list-style-type: none"> • All pupils will make at least six steps of progress in Reading. • An increased proportion of disadvantaged pupils will be working at age-related expectations or above in reading. • An increased proportion of disadvantaged pupils will have age-related phonics knowledge and skills. • Rates of reading at home will increase for PPG pupils.
Improve standards in writing	<ul style="list-style-type: none"> • All pupils will make at least six steps of progress in Writing. • An increased proportion of disadvantaged pupils will be working at age-related expectations or above in Writing. • Children will be given the opportunity to write for a variety of purposes, including in published books/competitions

Improve standards in maths	<ul style="list-style-type: none"> All pupils will make at least six steps of progress in Mathematics. An increased proportion of disadvantaged pupils will be working at age-related expectations or above in Mathematics. Children will access the three statutory aims of mathematics each day.
All teaching, in all subjects, is at least good	<ul style="list-style-type: none"> Read Write Inc Phonics and Literacy and Language lessons demonstrate Pace, Participation and Progress every day. Mathematics demonstrates pupils access the concrete, pictorial, symbolic approach daily, in order to fulfil the three statutory aims – fluency, reasoning and problem solving. Science and the Foundation Subjects will evidence the four stage approach of Engage, Develop, Innovate and Express. Formative assessment is used to inform teaching. Pupils know more, remember more and can do more. Adaptive teaching strategies are used by all staff, across all lessons
Pupils experience a rich and progressive curriculum	<ul style="list-style-type: none"> All children who come to St. Paul’s will access a rich and progressive curriculum, regardless of their personal circumstances. All disadvantaged pupils will access extra-curricular activities. All children will access one enrichment activity, per year e.g., a live music event. All disadvantaged pupil will have access to festivals, competitions and enrichment events alongside their curriculum at school, local and Trust level.
Improve and sustain wellbeing for all pupils in school, particularly our disadvantaged pupils	<ul style="list-style-type: none"> All children at St. Paul’s will access a robust PSHE curriculum. All children will access weekly sessions on knowledge and understanding of the brain, emotions and strategies to deal with these emotions. All children will have access to ELSA lessons and Compass Bloom interventions and support Student voice, parent surveys and teacher observations will show an improved wellbeing for all pupils in school

Activity in this academic year

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

Teaching

Budgeted cost: £26,610

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc Phonics Systematic approach to teaching phonics (resources, staff training and small group teaching)	EEF states that Phonics has a positive impact overall (up to +5 months over a year) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	2, 3, 4

<p>Read Write Inc Virtual Classroom</p> <p>Online portal with access to pre-recorded phonics sessions to support teaching and learning in school as well as independent learning at home.</p>	<p>EEF studies show that well-structured homework that links to in-class teaching will create additional progress (up to 5+ months over a year).</p>	<p>2, 3, 4</p>
<p>Read Write Inc Home Reading Books</p> <p>High quality home reading books to support the development of early reading.</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress.</p>	<p>2, 3, 4</p>
<p>Read Write Inc Development Days</p> <p>Six development days, providing reading leader training and continuous professional development for all phonics teachers and key stage two teachers.</p>	<p>EEF Effective Professional Development document states that high quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p>	<p>2, 3, 4</p>
<p>White Rose Maths</p> <p>Subscription to premium online teaching resources to supplement quality first teaching.</p>	<p>Develop practitioners' understanding of how children learn mathematics.</p> <p>Dedicate time for children to learn mathematics and integrate mathematics throughout the day.</p> <p>Use manipulatives and representations to develop understanding.</p> <p>Ensure that teaching builds on what children already know.</p>	<p>5</p>
<p>Mathematics Consultant</p> <p>Professional development that effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice</p>	<p>EEF Effective Professional Development document states that high quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p>	<p>5</p>
<p>Cornerstones Maestro Subscription</p> <p>Knowledge rich curriculum projects</p>	<p>Cornerstones Curriculum Projects are carefully sequenced to build pupils long-term memory and secure understanding in Science and Foundation subjects. Cornerstones pedagogical approach (Engage, Develop, Innovate, Express) excites children and provides opportunities for them to deepen their knowledge and understanding and make connections to wider learning.</p>	<p>2, 4, 5, 6</p>
<p>Purplemash Subscription</p>	<p>EEF studies show that well-structured homework that links to in-class teaching will</p>	<p>2, 4, 5</p>

Platform for teachers to set high-quality homework linked to learning in the classroom.	create additional progress (up to 5+ months over a year).	
High Quality Continuing Professional Development for Staff Trainee Teacher Hub Model with MMU and Edge Hill with in-school Tutors Early Career Teacher framework Carefully selected CPD from external partners Participation in National Professional Qualifications – in Leading Teacher Development Collaborative networking	EEF states, ‘Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school.’	1, 2, 3, 4, 5, 6

Targeted academic support

Budgeted cost: £18,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Reading (Phonics) Tuition Read Write Inc 1:1 tuition Read Write Inc Virtual classroom Read Write Inc additional speed sounds session	EEF evidence states tutoring can produce up to 5 months extra progress, over the course of a year.	2, 3, 4
Reading Intervention 1:1 and small group reading	EEF evidence states small group tuition can produce up to 4 months extra progress, over the course of a year and reading comprehension strategies are high impact on average (+6 months).	2, 3
TT Rockstars	EEF studies show that well-structured homework that links to in-class teaching will create additional progress (up to 5+ months over a year).	5
In-school intervention Small group Reading and Maths intervention (Number Sense),	EEF evidence states this can create up to an additional 4 months progress, over a course of a year. It is important to ensure this support supplements rather than replaces quality first teaching.	2, 3, 5

delivered by the class teacher. Y2 & Y6 based 'booster' sessions		
SEND Specific intervention Individual Education Plans inform carefully devised provision, which included, advice, strategies and programmes from external agencies, such as Specialist teachers, SALT, physio, IEST etc.	EEF evidence states that teaching assistant intervention has a positive effect of plus 4 months progress, over the course of the year.	1, 2, 3, 4, 5, 6

Wider strategies

Budgeted cost: £12,590

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support Robust implementation of the Attendance Policy and Procedures Inventory sign in system Whole school attendance initiatives Support at local and Trust level EBSA guidance implemented	Regular attendance at school means that pupils can make the most of their education. Regular attendance also helps in developing a child's social skills, such as making and developing friendships. Regular and punctual attendance patterns will help prepare children when they enter the world of work. The link between attendance and attainment in school is clear. The more a pupil is in school the more they increase their opportunity to fulfil their potential.	1
Multi-agency support Regular training Early Help caseloads CPOMS	Maslow's 'Hierarchy of Needs' shows that pupils must have their safety needs met before they are able to succeed in any environment. EEF studies show that Parental engagement has a positive impact on average of 4 months' additional progress.	1, 6

	EEF studies show that behaviour interventions have a positive impact on average of 4 months' additional progress.	
<p>Partnership with External agencies</p> <p>Family Wellbeing support workers, Lancashire Hub Network, IEST</p> <p>Educational Psychologists</p> <p>The Key</p> <p>Compass Bloom</p>	<p>EEF studies show that social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning, and can have a positive impact of 4 months.</p> <p>EEF studies also show that behaviour interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying and general anti-social activities, have a positive impact on average of 4 months' additional progress.</p>	1, 6
<p>EEEs</p> <p>School carefully plans Enrichment, Extra-curricular and Experiences for all children</p> <p>These include:</p> <p>Forest school, project enrichment through trips and visitors, wider opportunities, including music and sport, lunchtime and after school clubs, PGL.</p> <p>A range of stakeholders within our Trust and School community have identified a menu of activities that we would like children across our Trust and School to experience during their time at Primary School to enhance and develop cultural capital.</p> <p>These include:</p> <p>Reception -A country walk with outdoor entertainment</p> <p>Year 1 - A visit to a contemporary circus</p> <p>Year 2 - A visit to watch live music</p> <p>Year 3 - A visit to an art gallery</p> <p>Year 4 - An experience of water sports</p> <p>Year 5 - An experience of a Winter sport</p>	<p>EEF studies show that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. They can also offer a route to re-engage older pupils in learning. (+3 months)</p> <p>EEF studies show that physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves. (+1 month)</p>	1, 2, 3, 4, 5, 6

Year 6 - A City trip, including a University and Cathedral visit.		
---	--	--

Total budgeted cost: £57,720