

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

Pupil Premium Strategy Statement

2025–2028

Academic year: 2025–2026

This statement details our school's use of pupil premium funding to improve educational outcomes for disadvantaged pupils. It outlines our three-year strategy, how we intend to spend the funding in 2025–2026, and our review of outcomes and provision from 2024–2025.

School overview for 2025–2026

Detail	Data
School name	Adlington St. Paul's C.E. Primary School
Number of pupils in school	To be updated for 2025–2026
Proportion (%) of pupil premium eligible pupils	To be updated for 2025–2026
Academic years covered by this strategy	2025–2026 to 2027–2028
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026, with annual updates thereafter
Statement authorised by	Headteacher
Pupil premium lead	Headteacher
Governor / Trustee lead	Mrs E. Dunn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,000 (provisional – replace with confirmed allocation)
Pupil premium funding carried forward from previous years	£0 unless confirmed otherwise
Total budget for this academic year	£65,000 (provisional)

Part A: Pupil premium strategy plan

Statement of intent

At Adlington St. Paul's, our intention is that all pupils, irrespective of background or circumstance, are able to attend regularly, participate fully in school life and achieve well. Our pupil premium strategy is rooted in the belief that disadvantage should not limit aspiration, access or achievement.

High-quality teaching remains at the heart of our approach. We will use assessment, attendance information, pupil voice and professional judgement to identify the barriers faced by our disadvantaged pupils rather than making assumptions based on eligibility alone.

For 2025–2026, our review of school evidence has identified three areas requiring particular focus: attendance, writing and access to enrichment. These priorities are deliberately connected. Regular attendance gives pupils access to the taught curriculum; strong writing enables pupils to communicate knowledge and ideas successfully; and high-quality enrichment strengthens engagement, cultural capital, confidence and belonging.

This strategy also aligns with the school's wider inclusion work. In particular, the attendance and writing priorities complement the school's Inclusive Mainstream Fund strategy, while remaining separately planned, costed and evaluated.

To ensure our strategy is effective, we will:

- prioritise high-quality teaching and early identification of need;
- use attendance, attainment and participation data to identify gaps and monitor impact;
- provide targeted academic support where pupils need additional rehearsal, practice or intervention;
- remove financial, practical and emotional barriers to enrichment and wider participation;
- work closely with families and pupils, particularly where attendance is declining;
- review impact termly and adapt provision where evidence shows that an approach is not working.

Challenges

The following key challenges have been identified through school data, assessment information, pupil voice and professional judgement.

Challenge number	Detail of challenge
1	Attendance data shows that disadvantaged pupils attend less regularly than their peers, with a higher risk of persistent absence. Reduced attendance limits curriculum access and can contribute to widening academic gaps.
2	End-of-year assessment and work scrutiny identify writing as an area in which disadvantaged pupils are more likely to require additional support, particularly in fluency, stamina, sentence construction and independent composition.
3	Pupil voice indicates that some disadvantaged pupils have more limited access to enrichment, extra-curricular activity and wider experiences. Cost, confidence, attendance and family circumstances can all create barriers to participation.
4	Some pupils experience overlapping barriers including SEND, social and emotional needs, family circumstances or reduced confidence. These can affect attendance, engagement and access to learning.

Intended outcomes

Intended outcome	Success criteria by July 2026
Improved attendance and punctuality for disadvantaged pupils	The disadvantaged attendance gap narrows; persistent absence among disadvantaged pupils reduces; pupils identified through early-warning monitoring show improved attendance trends; families report that support is timely and helpful.
Improved writing outcomes	A greater proportion of disadvantaged pupils meet age-related expectations in writing; the attainment gap narrows; work scrutiny shows stronger fluency, stamina and independence; targeted pupils make demonstrable progress from their starting points.
Equitable access to enrichment	Participation in clubs, trips, visitors, performances, sport, music, residential and other wider opportunities is tracked; disadvantaged participation is broadly in line with peers; pupil voice shows improved access, confidence and sense of belonging.
Improved engagement and belonging	Pupil voice and pastoral evidence indicate that disadvantaged pupils feel known, supported and able to participate fully in school life; barriers are identified early and addressed through appropriate support.

Activity in the 2025–2026 academic year

Our spending is organised using the three-tiered approach: high-quality teaching, targeted academic support and wider strategies. The figures below are indicative until the final allocation is confirmed.

Teaching

Budgeted cost: £24,000 (indicative)

Activity	Evidence / rationale	Challenges addressed
Whole-school writing curriculum and professional development	Embed a coherent writing curriculum with high-quality texts, explicit modelling, oral rehearsal, vocabulary development, sentence-level teaching, shared writing and gradual release towards independence. Staff development, moderation and work scrutiny will strengthen consistency across year groups.	2, 4
Handwriting and transcription fluency	Protected handwriting teaching and targeted practice will reduce the transcription burden for pupils whose automaticity, legibility or speed limits their ability to sustain writing and communicate ideas.	2, 4
Adaptive teaching and responsive assessment	Teachers will use assessment information to identify gaps early, adapt instruction and ensure disadvantaged pupils receive appropriate challenge and support in class before intervention is considered.	1, 2, 4
High-quality CPD and shared expectations	Professional development will focus on effective writing instruction, adaptive practice, assessment and consistent implementation. This supports the principle that improving teaching quality benefits disadvantaged pupils most.	2, 4

Targeted academic support

Budgeted cost: £21,000 (indicative)

Activity	Evidence / rationale	Challenges addressed
Targeted writing intervention	Small-group and individual support will provide additional oral rehearsal, sentence construction, vocabulary practice, transcription support and opportunities for sustained writing. Intervention will supplement, not replace, classroom teaching.	2, 4
Early reading / phonics support where required	Although writing is the main academic priority, pupils whose writing is constrained by insecure phonics or reading will continue to receive structured, assessment-led support so that foundational literacy gaps do not become entrenched.	2, 4

Activity	Evidence / rationale	Challenges addressed
Mentoring and learning check-ins	Identified pupils will have short, regular check-ins with a named adult to strengthen engagement, support organisation and address barriers affecting learning or attendance.	1, 2, 4

Wider strategies

Budgeted cost: £20,000 (indicative)

Activity	Evidence / rationale	Challenges addressed
Attendance support and early-warning monitoring	Attendance will be reviewed frequently so that declining attendance is identified before persistent absence becomes established. Support will include early family contact, individual attendance plans, practical problem-solving, named-adult support and appropriate external-agency involvement.	1, 4
Enrichment and cultural capital fund	Pupil premium funding will be used to reduce financial and practical barriers to trips, visitors, clubs, sport, music, residencies, performances and other curriculum-linked experiences. Participation will be tracked rather than assumed.	3, 4
Family and pastoral support	Where family circumstances, anxiety, routines or wider needs affect attendance or participation, school will work with families and relevant services to identify realistic support and remove barriers.	1, 3, 4
Resources to support participation	Funding may be used for essential equipment, uniform, transport or other reasonable costs where these would otherwise prevent a disadvantaged pupil from accessing learning or wider school opportunities.	1, 3, 4

Total budgeted cost

£65,000 (provisional – final figures and detailed expenditure will be updated once the confirmed allocation is known).

How we will monitor implementation and impact

Priority	Evidence reviewed	Review cycle
Attendance	Whole-school and disadvantaged attendance; persistent absence; punctuality; individual case trends; pupil and parent voice.	Fortnightly operational review; half-termly data review; termly governor review.
Writing	Teacher assessment; moderated writing; work scrutiny; intervention records; pupil progress; writing stamina and independence.	Half-termly pupil progress review; termly work scrutiny and moderation.
Enrichment	Participation registers; trip and club uptake; pupil voice; barriers identified and removed; case studies.	Termly participation review; annual pupil voice evaluation.
Overall strategy	Spend against plan; progress towards intended outcomes; case studies; pupil and family voice; governor challenge.	Termly leadership and governor review; annual published update.

Three-year strategic direction

Year	Strategic emphasis
2025–2026	Establish clear baselines and systems for attendance, writing and enrichment; implement early attendance response; strengthen whole-school writing practice; track disadvantaged participation in wider opportunities.
2026–2027	Evaluate impact, refine intervention and strengthen consistency. Reduce persistent absence further, narrow writing gaps and ensure participation in enrichment is sustained across all year groups.
2027–2028	Embed successful approaches into universal provision, evaluate the cumulative three-year impact and identify the next priorities through school data, pupil voice and wider school improvement evidence.

Part B: Review of outcomes in the previous academic year

Review of 2024–2025

The 2024–2025 pupil premium strategy identified six broad challenges: attendance, oral language and vocabulary, phonics, writing, mathematics, and social/emotional needs including limited access to enrichment. It included expenditure across teaching, targeted academic support and wider strategies.

Our review of the year shows that, while a range of provision was in place, the next strategy needs to be more sharply focused and more directly linked to measurable evidence of impact. Three issues have therefore been prioritised for 2025–2026.

Area	2024–2025 review	Implication for 2025–2026
Attendance	Attendance remained a significant barrier for disadvantaged pupils. End-of-year information showed that attendance for disadvantaged pupils had fallen relative to the position we want to secure, and persistent absence remained a concern for a small cohort.	Move from broad attendance initiatives to earlier identification, individualised support, closer family partnership and frequent review of pupils whose attendance begins to decline.
Writing	End-of-year assessment information showed a decline in writing outcomes and confirmed that disadvantaged pupils require greater support to write fluently, sustain composition and work independently.	Make writing the principal academic priority, with a coherent whole-school approach, stronger transcription fluency, explicit teaching and targeted intervention.
Enrichment	Pupil voice indicated that access to enrichment was not equally strong for all pupils. Although a broad range of experiences was offered, participation by disadvantaged pupils was not consistently tracked and barriers were not always identified systematically.	Create a specific enrichment priority, track participation, use pupil premium to remove cost or access barriers, and evaluate impact through pupil voice and participation evidence.
Wider provision	The previous strategy contained a large number of activities across reading, maths, curriculum subscriptions, CPD, intervention, pastoral support and enrichment. This provided breadth but made it harder to demonstrate which approaches were having the greatest impact on disadvantaged pupils.	Concentrate the strategy around a smaller number of evidence-led priorities, with clear success measures and termly evaluation.

Review of expenditure and effectiveness

The 2024–2025 strategy budget was £57,720. Provision included approximately £26,610 for teaching, £18,500 for targeted academic support and £12,590 for wider strategies. The review has informed a rebalancing of expenditure for 2025–2026 so that a greater proportion is explicitly connected to attendance, writing and equitable access to enrichment.

Where previous provision remains effective and relevant – for example high-quality teaching, early literacy support, professional development, pastoral support and family partnership – it will continue. However, its purpose within the pupil premium strategy will be more clearly tied to an identified barrier and a measurable intended outcome.

Externally provided programmes

Programme / service	Provider / purpose
To be updated	Any externally provided programme funded through pupil premium during 2025–2026 will be listed here once commissioned.

Further information

This strategy will be reviewed annually. The school will update the published statement with confirmed funding, expenditure and outcome information, while retaining the three-year strategic direction through to 2027–2028.