



ADLINGTON ST. PAUL'S C.E. PRIMARY SCHOOL

Pupil Premium Strategy Statement

2026-2027

*"Whatever you do, work at it with all your heart." Colossians
3:23*

Community • Hope • Compassion • Forgiveness • Perseverance • Respect

Total PP Allocation £68,200

A focused one-year strategy built around three current priorities: attendance, writing and enrichment.

School overview

Detail	Data
School name	Adlington St. Paul's C.E. Primary School
Academic year covered by this statement	2026-2027
Number of pupils in school	To be confirmed following Autumn 2026 census
Proportion of pupils eligible for pupil premium	To be confirmed following Autumn 2026 census
Date this statement is published	Autumn 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Mr Andy Houghton, Headteacher
Pupil premium lead	Mr Andy Houghton, Headteacher
Governor / Trustee lead	To be confirmed

Funding overview

Detail	Amount
Estimated pupil premium allocation for 2026-2027	£65,000 (planning figure - TBC)
Pupil premium carried forward	£0 / TBC
Total planned budget	Approximately £65,000

DfE recommends that pupil premium strategies cover three academic years, but this statement intentionally sets out the school's priorities and planned spending for 2026-2027. It will be reviewed and republished annually.

Part A: Pupil premium strategy plan

Statement of intent

At Adlington St. Paul's, our aim is that disadvantage does not determine a pupil's experience, participation or outcomes. Our pupil premium strategy begins with the specific barriers identified in our current cohort and directs additional resource to the areas where evidence shows the greatest need.

For 2026-2027, our analysis identifies three priorities: attendance, writing and enrichment. These are deliberately connected. Pupils need to be in school consistently to benefit from high-quality teaching; they need fluent and increasingly independent writing to communicate what they know; and they need access to the wider experiences that build confidence, vocabulary, aspiration, belonging and cultural capital.

High-quality teaching remains the foundation of our approach. Pupil premium will therefore support improvements in classroom practice as well as carefully targeted academic support and wider strategies. Provision will be responsive to individual need and will not be based on assumptions about disadvantaged pupils as a group.

This strategy aligns closely with the school's Inclusive Mainstream Fund (IMF) Strategy and School Improvement Plan. In particular, the shared priorities of attendance and writing allow the school to build a coherent whole-

school approach. Funding streams will be accounted for separately and pupil premium will be used only for activity that meets the pupil premium conditions of grant.

Challenges and evidence of need

No.	Priority / barrier	Evidence from our school	What this means for 2026-2027
1	Attendance and belonging	2025-2026 attendance data show a clear disadvantaged gap. Whole-school attendance was 95.08%, compared with 92.88% for pupils eligible for pupil premium. Persistent absence and patterns of declining attendance require earlier identification and personalised response.	Attendance is the first priority. We will intervene before absence becomes entrenched, work closely with families and strengthen pupils' sense of belonging and successful participation in school.
2	Writing fluency, stamina and independence	End-of-year assessment, moderation and work scrutiny show that writing is a weaker area and that disadvantaged pupils are not consistently achieving as well as their peers. Some pupils need greater support with transcription, sentence construction, vocabulary, stamina and independent composition.	Writing is the central academic priority. The school will strengthen whole-school writing practice and provide additional rehearsal, feedback and targeted intervention for disadvantaged pupils who are not on track.
3	Access to enrichment and wider opportunities	Pupil voice indicates that access to and participation in enrichment is not equally strong for all pupils. Cost, confidence, attendance, transport, family circumstances and additional needs can reduce participation in clubs, visits, residential, sport, music and cultural experiences.	We will systematically track participation, remove practical barriers and ensure disadvantaged pupils are actively enabled to access the school's wider offer rather than relying on universal availability alone.

Intended outcomes and success criteria

Priority	Intended outcome	2026 baseline	Success criteria by July 2027
Attendance	Disadvantaged pupils attend more regularly and the attendance gap narrows. Persistent absence reduces and pupils with emerging attendance concerns receive earlier support.	PP attendance 92.88%; whole school 95.08%. PA and punctuality to be baselined in September 2026.	PP attendance shows a sustained improvement from the 2025-2026 baseline; the gap with whole-school attendance narrows; fewer PP pupils are persistently absent; identified pupils show improved attendance following support; pupil/parent voice indicates that barriers have been understood and reduced.
Writing	Disadvantaged pupils write with greater fluency, stamina and independence and the attainment gap narrows.	Final 2025-2026 writing assessment and September diagnostic information will be used to establish year-group baselines.	The proportion of PP pupils meeting or exceeding age-related expectations in writing increases; gaps narrow in year groups where they are identified; targeted pupils make strong progress from baseline; work scrutiny shows improved independence, transcription fluency, sentence control and sustained writing.

Priority	Intended outcome	2026 baseline	Success criteria by July 2027
Enrichment	Disadvantaged pupils participate fully in the school's wider offer and can identify experiences that have broadened their interests, confidence and aspirations.	Participation audit and pupil voice to be completed in September 2026.	Every PP pupil is offered meaningful enrichment beyond the core curriculum; participation is tracked termly; participation of PP pupils is broadly in line with peers; no pupil misses a priority experience because of cost; end-of-year pupil voice demonstrates improved access, belonging and breadth of experience.

Activity in this academic year

Planned expenditure is organised using the DfE/EEF tiered approach: high-quality teaching, targeted academic support and wider strategies. The costs below are indicative while the final 2026-2027 allocation is confirmed.

1. High-quality teaching

Indicative budget: £24,000

Activity	Purpose / barrier addressed	Evidence / rationale	How impact will be checked	Priority
Whole-school writing curriculum and professional development	Embed a coherent approach to writing through Literacy Tree, with clear progression, high-quality texts, oral rehearsal, vocabulary, sentence construction, modelling, shared writing, editing and sustained independent writing.	EEF evidence consistently identifies high-quality teaching as the most important school-level factor in improving outcomes, particularly for disadvantaged pupils. This approach also aligns with the school's IMF writing priority.	Termly work scrutiny; learning walks; moderation; writing attainment by group; pupil voice; targeted pupil tracking.	2
Handwriting and transcription fluency	Protected handwriting teaching, consistent formation/presentation expectations and staff development so transcription does not become a barrier to composition.	Fluent transcription reduces cognitive load and supports pupils to sustain longer pieces of writing. This complements the IMF focus on handwriting and writing fluency.	Baseline/end-point samples; intervention exit data; work scrutiny; writing stamina observations.	2
Assessment, moderation and responsive teaching	Release time and professional development for assessment, moderation, shared exemplification and responsive planning for disadvantaged pupils.	Accurate diagnosis and responsive teaching are central to an effective pupil premium strategy. Feedback and formative assessment support teachers to identify and address gaps quickly.	Moderation records; assessment accuracy; pupil progress meetings; reduced number of PP pupils off track.	2

2. Targeted academic support

Indicative budget: £21,000

Activity	Purpose / barrier addressed	Evidence / rationale	How impact will be checked	Priority
Targeted writing intervention and additional adult support	Short, frequent, assessment-led support for pupils who need additional oral rehearsal, vocabulary, sentence work, transcription practice or supported composition.	EEF evidence supports targeted small-group and one-to-one tuition when it is closely linked to classroom teaching and supplements rather than replaces high-quality teaching.	Entry/exit assessments; writing samples; intervention records; progress towards individual targets; half-termly review.	2
Pre-teaching and keep-up support	Pre-teach key vocabulary/ content and provide rapid keep-up following absence so disadvantaged pupils can reconnect with current learning rather than accumulating gaps.	Targeted support is most effective when tightly connected to the curriculum and when missed learning is addressed promptly.	Teacher assessment; intervention records; attendance-linked case studies; pupil confidence and independence.	1,2
Pupil progress review and rapid response	Half-termly review of disadvantaged pupils to identify those who are beginning to fall behind and agree a specific response, owner and review date.	Early identification prevents difficulties becoming entrenched and makes provision more precise.	Half-termly PP review records; progress from baseline; number of pupils returning to trajectory.	1,2,3

3. Wider strategies

Indicative budget: £20,000

Activity	Purpose / barrier addressed	Evidence / rationale	How impact will be checked	Priority
Attendance early-warning and personalised support	Fortnightly review of attendance trends, named-adult check-ins, individual attendance plans, supportive family meetings, practical problem-solving and referrals where needed.	DfE attendance guidance emphasises early identification, strong relationships and working with families. The school's own data show attendance as a significant disadvantaged barrier. This directly complements the IMF attendance priority.	PP attendance and gap half-termly; PA; punctuality; case studies; pupil/parent voice; impact of individual plans.	1
Enrichment guarantee and participation fund	Track participation and use PP to remove financial/ practical barriers to curriculum trips, clubs, sport, music, performances, residential and cultural experiences. Proactively invite and support pupils where participation is low.	Wider strategies can address non-academic barriers to success. Enrichment can strengthen belonging, aspiration, vocabulary, confidence and engagement; availability alone does not guarantee equitable participation.	Termly participation audit by group; uptake of clubs/ visits/residential; pupil voice; no priority experience missed because of cost.	3
Family partnership and pastoral support	Early family contact, accessible communication and practical/pastoral support where family circumstances affect attendance, participation or readiness to learn.	EEF evidence on parental engagement and DfE guidance support a relational, collaborative approach to removing barriers.	Family meeting records; attendance response; participation; parent voice; case studies.	1,3

Indicative budget summary

Category	Planned expenditure
High-quality teaching	£24,000

Category	Planned expenditure
Targeted academic support	£21,000
Wider strategies	£23,200
Total	£68,500

These figures are a planning model and will be revised to match the confirmed 2026-2027 allocation and final staffing/provision costs. Impact, not simply spend, will determine whether activity continues.

Implementation, monitoring and governance

- Progress against the three priorities will be reviewed at least termly by senior leaders and reported to governors.
- Attendance, attainment, intervention records, work scrutiny, participation data, pupil voice and parent feedback will be considered together rather than in isolation.
- Where provision is not producing the intended impact, the school will adapt or stop the activity rather than continue it because it was included in the original plan.
- The pupil premium strategy will be considered alongside the School Improvement Plan and Inclusive Mainstream Fund Strategy so that priorities reinforce one another while expenditure remains clearly attributable to the correct funding stream.
- All staff share responsibility for the progress, participation and outcomes of disadvantaged pupils; pupil premium is not delegated solely to intervention staff or individual pupils.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes: 2025-2026

The 2024-2027 strategy identified attendance, writing and lack of enrichment opportunities among the challenges facing disadvantaged pupils. The review below uses the latest available school evidence to sharpen the strategy for 2026-2027.

Area	What the evidence tells us	Evaluation	Response for 2026-2027
Attendance	Whole-school attendance was 95.08% and pupil premium attendance was 92.88% in 2025-2026. This gap is too wide and represents lost curriculum time for disadvantaged pupils.	The previous strategy correctly identified attendance as a barrier, but the next phase needs more precise early-warning thresholds, individual plans and stronger evaluation of which support changes attendance.	Make attendance the first strategic priority; review data fortnightly; intervene earlier; link attendance work to belonging, family partnership and the IMF strategy.
Writing	End-of-year assessment and school evaluation identify writing as an area requiring improvement. Disadvantaged pupils are not consistently securing the fluency, stamina and independence needed to achieve as well as their peers.	The previous strategy included writing, but its success measures were broad. We now need sharper classroom actions and better evidence of whether targeted pupils become more independent writers.	Align PP and IMF improvement work around Literacy Tree, oral rehearsal, vocabulary, sentence-level instruction, transcription fluency, modelling, gradual removal of scaffolds and sustained writing.

Area	What the evidence tells us	Evaluation	Response for 2026-2027
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Enrichment	Pupil voice indicates that the breadth of opportunities available does not automatically result in equal participation or equal experience for disadvantaged pupils.	The previous strategy committed to a rich curriculum and extra-curricular access, but participation was not sufficiently tracked to show who benefited and who did not.	Introduce a participation audit and an enrichment guarantee; track PP participation termly and use funding proactively to remove financial and practical barriers.
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Evidence and guidance informing this strategy

- Department for Education: Using pupil premium - guidance for school leaders (2026).
- Department for Education: Pupil premium conditions of grant 2026 to 2027 and the evidence-informed menu of approaches.
- Education Endowment Foundation: Guide to the Pupil Premium and Teaching and Learning Toolkit.
- Department for Education: Working Together to Improve School Attendance.
- Adlington St. Paul's Inclusive Mainstream Fund Strategy 2026-2028.
- Adlington St. Paul's internal attendance, attainment, work scrutiny, intervention, participation and pupil voice evidence.

Review date: July 2027