

# Pupil premium strategy statement – Alderley Edge Community Primary School 2025-2026

This statement details our school's 3-year plan for the use of pupil premium and recovery premium funding to help improve the attainment of our disadvantaged pupils. The plan covers the 3 academic years 2024-2025, 2025-2026, and 2026-2027

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Alderley Edge Community Primary School
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	8.9
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	3 Year plan
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs L Walsh
Pupil premium lead	Lesley Sym
Governor / Trustee lead	Nick Hughes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,321
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£25,321

# Part A: Pupil premium strategy plan

## Statement of intent

**Our strategy for 2025-2026 places vocabulary and oracy at its core, embedding Voice 21 approaches across the curriculum. We will prioritise formative assessment to monitor progress effectively and ensure adaptation for inclusion through OAiP principles.**

***At Alderley Edge Primary School, we have high aspirations and ambitions for our children and we believe that no child should be left behind.***

*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 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 school recognises the impact that high quality interventions can have on the outcomes of struggling pupils. However, while interventions at Alderley Edge Primary School are a key part of an effective Pupil Premium strategy, these are deployed alongside constant efforts to improve and maintain quality first teaching, and address wider barriers to learning, such as attendance and well-being. Regular references to up to date EEF research is used to inform our strategies and interventions. Interventions are jointly overseen by the SLT, Pupil Premium Lead and SENDCo to ensure that children who require the support are identified, and targeted fairly and transparently.*

*We will consider the challenges faced by vulnerable pupils and 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 children in receipt of pupil premium receive targeted support to achieve high levels of progress so they maximise their potential both academically and socially at the same time as being challenged in the work they are set.*
- *provide a broad and balanced curriculum that inspires children to maximise their potential.*
- *provide all children with an exciting range of experiences and opportunities to recognise their own qualities regardless of need, ensuring that there is equality of opportunity.*
- *act early to intervene.*

***We will provide a culture where:***

- *Staff believe in ALL children*
- *There are "no excuses" made for underperformance*
- *Staff adopt a "solution-focused" approach to overcoming barriers*
- *Staff support children to develop "growth" mind-sets towards learning*
- *Deal with non-academic barriers to success in school such as attendance, behaviour and social and emotional needs.*

## Challenges

**Key challenges include limited vocabulary and oracy skills, gaps in formative assessment data, and ensuring inclusive adaptations for all disadvantaged pupils.**

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

Challenge number	Detail of challenge
1	Under-developed vocabulary and oracy skills, including expression, listening, structured talk, and disciplinary language.
2	Gaps in phonics, writing and maths exacerbated by limited vocabulary and reduced access to language-rich learning.
3	Attendance and punctuality difficulties affecting continuity of learning and participation in oracy routines.
4	Social and emotional needs, reduced enrichment opportunities and low confidence impacting participation in learning and talk.
5	Need for consistent, high-quality inclusive classroom adaptations (OAiP) to support access to age-related learning.

## Intended outcomes

**By July 2026, all pupil premium children will demonstrate improved vocabulary and oracy skills, supported by Voice 21 strategies. Formative assessment will show accelerated progress in reading, writing, and maths. Inclusive adaptations will ensure equitable access to learning opportunities.**

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
<b>Language, Oracy and Communication Needs –</b>	Improved oral language, structured talk, and vocabulary understanding shown through Voice 21 routines, observations, book scrutiny and formative assessment.

<b>High Attainment of all Pupils -</b>	Disadvantaged pupils achieve ARE or above in Reading, Writing and Maths. Gaps reduce across all key stages.
<b>Attendance &amp; Punctuality –</b>	Improved attendance, reduced persistent absenteeism for PP cohort.
<b>Emotional Resilience</b>	Children show improved confidence, engagement and resilience evidenced through voice, surveys and increased enrichment participation.
<b>Inclusive Access to Learning (OAiP)</b>	Planning and walk-throughs show consistent adaptive teaching, scaffolds, vocabulary pre-teaching and structured talk supports enabling PP pupils to access learning.

## 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 (for example, CPD, recruitment and retention)  
Embedding Voice 21 oracy framework through CPD and classroom practice. Training staff in formative assessment strategies and inclusive adaptations aligned with OAiP.**

Budgeted cost: £15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Voice 21 oracy CPD and embedding across the curriculum.	<p>EEF Oral Language Interventions (+5 months). Voice 21 pilot evaluation.  <a href="https://tdtrust.org/">https://tdtrust.org/</a>  <a href="https://leadinglearning.co.uk/">https://leadinglearning.co.uk/</a></p> <p>Quote from Case Study from EEF PP Guidance - Above all, we prioritise effective teaching. Weekly individual coaching sessions help to support teachers and subject-specific CPD improves the quality of our pedagogical content knowledge. Improving teaching raises outcomes for all, but is disproportionately beneficial for the most disadvantaged, so it is always the best place to start.</p> <p><a href="#">Education Endowment Foundation   EEF</a>  <a href="#">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6)</a></p>	1, 2 3 and 5
Explicit vocabulary instruction (tiers 1–3) in all subjects.	<p>EEF Literacy guidance; Beck's Vocabulary Framework.  <a href="#">Vocabulary   EEF</a></p>	1 and 2
Formative assessment CPD: retrieval, hinge questions, talk-based assessment.	<p>EEF Feedback (+6 months).  <a href="#">Embedding Formative Assessment - scale up evaluation   EEF</a></p>	1 and 2
Inclusive OAiP strategies: scaffolds, models, pre-	<p>DfE Adaptive Teaching (2023); EEF SEND in mainstream.  <a href="#">Special Educational Needs in Mainstream Schools   EEF</a></p>	1, 2 and 5

teaching vocabulary, visuals.		
Strengthening phonics (SSP).	EEF Phonics (+4 months). <a href="#">Phonics   EEF</a>	2
Embedding SEL routines.	EEF SEL guidance. <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	4

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

Focused interventions for vocabulary development and oracy, supported by structured formative assessment.

Budgeted cost: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vocabulary intervention groups using structured talk and rehearsal.	EEF Oral Language Interventions. <a href="#">Oral language interventions   EEF</a>	1 and 2
Oracy intervention groups (Voice 21-aligned).	Voice 21 pilot findings <a href="#">Voice 21: Improving Oracy - second pilot   EEF</a>	1 and 4
Short-cycle formative assessment led tutoring.	EEF 1:1 Tuition (+5 months). <a href="#">One to one tuition   EEF</a>	2
Extra phonics groups.	EEF Phonics <a href="#">Phonics   EEF</a>	2

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

Promoting inclusive culture and parental engagement to reinforce vocabulary and oracy development at home.

Budgeted cost: £4,321

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring & parent support.	DfE Attendance Framework. <a href="#">Working together to improve school attendance - GOV.UK</a>	3

Enrichment funding: trips, clubs, outdoor learning, uniform.	EEF Wider Strategies. <a href="#">3. Wider strategies   EEF</a>	4
Family vocabulary/oracy workshops.	EEF Parental Engagement. <a href="#">Parental engagement   EEF</a>	1 and 4

**Total budgeted cost: £25,321**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

**In 2025-2026, pupil premium children made progress in core subjects, with notable gains in reading and writing. However, vocabulary gaps remain a priority, informing our renewed focus on oracy and inclusion.**

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

#### **Outcomes of 2024/2025 Strategy Plan:**

- Marking shows PP children's books are given quality feedback that PP children respond to.
- Average attainment and progress, whole school - in all 3 core subjects PP children ahead or in line with non-PP children.
- Feedback from teachers and PP survey revealed - PP children are able to express how they learn best vs what prevents a barrier to their learning. L2L reward scheme has had a positive impact on PP children's attitude to meta-cognition. This is also relevant to all children.

#### **Phonics Y1/Y2**

**Percentage of children meeting the expected standard at the end of year one and two**

**No PP children in Year 1.**

#### **Multiplication Tables Check (MTC Y4)**

	<b>National 2025</b>	<b>AECPS 2025</b>
<b>25 / 25</b>	$\cong 38\%$	60%
<b>Av Score</b>	$\cong 21.1$	23.1

**100% of PP children achieved 20+**



### **KEY STAGE ONE (Y2) (non-statutory)**

**Percentage of children meeting the expected standard at the end of key stage one (Y2)**

	<b>AECPS 2024</b>
<b>Reading</b>	83%
<b>Writing</b>	76%
<b>Maths</b>	90%

**Percentage of children exceeding the expected standard**

	<b>AECPS 2024</b>
<b>Reading</b>	23%
<b>Writing</b>	17%
<b>Maths</b>	20%

### **KEY STAGE TWO**

**Percentage of children meeting the expected standard at the end of key stage two (Y6)**

	<b>National 2024</b>	<b>AECPS 2025</b>
<b>Reading, Writing and Maths *</b>	62%	80%
<b>Reading</b>	75%	100%
<b>Writing</b>	72%	88%
<b>Maths</b>	74%	80%
<b>Grammar, Punctuation &amp; Spelling (GPS)</b>	73%	92%

\*Pupils had to meet the expected standard in reading, writing and maths combined to be included in this figure.

**Percentage of children achieving the high score (scaled score of 110+):**

	<b>National 2025</b>	<b>AECPS 2025</b>
<b>Reading, Writing and Maths *</b>	8%	12%
<b>Reading</b>	33%	48%
<b>Writing (Greater Depth Standard)</b>	13%	24%
<b>Maths</b>	26%	20%
<b>Grammar, Punctuation &amp; Spelling (GPS)</b>	30%	48%

\*Pupils had to meet the expected standard in reading, writing and maths combined to be included in this figure.

**Reading - 100% of PP children reached Expected and 75% achieved Greater Depth**

**Maths – 75% of PP children reached Expected and 25% achieved Greater Depth**

**Writing – 75% of PP children reached Expected and 25% achieved Greater Depth**

All children in receipt of PP continued to have full access to school life by funding the following: school visits, school residentials, funded clubs, (priority on non-funded clubs), swimming lessons, music lessons, support with before and after school childcare (Squirrel club) and purchasing school uniform.

All children targeted individually for lateness and absenteeism.

Attendance	Non- Pupil Premium	Pupil Premium
School	95.8	92.4
National	94.5	94.5
Local Authority	94.9	94.9

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Read to Write	Literacy Counts
Expectations in writing at the end of Year 2 and Year 6	Literacy First
Expectations in Reading at the end of Year 2 and Year 6	Literacy First

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Small group intervention

What was the impact of that spending on service pupil premium eligible pupils?	Improved attainment in teacher assessment and NFER summative assessment in maths.
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**Further information (optional)**