

Pupil premium strategy statement – Alderley Edge Community Primary School 2024-2027



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	204
Proportion (%) of pupil premium eligible pupils	7.3
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Year plan
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£19,514
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£19,514

Part A: Pupil premium strategy plan

Statement of intent

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

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics, Writing and Maths than their peers.
3	Our monitoring of attendance, assessments and observations indicate that a minority of disadvantaged pupils' progress, is being affected by absenteeism, and the school aims to proactively reduce this amongst this small group of pupils
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for pupil premium pupils, notably due to a lack of enrichment opportunities due to financial deprivation . These challenges particularly affect disadvantaged pupils, including their attainment. Emotional and social well-being - Overcome lack of resilience by becoming emotionally healthy and confident learners

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>Language, Oracy and Communication Needs –</p> <p>Attainment for disadvantaged children in speaking, communication, oracy and listening in EYFS and Key Stage 1 is in line with Age Related Expectations.</p>	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
<p>High Attainment of all Pupils -</p> <p>Attainment for Disadvantaged children is in line with that of other children.</p>	Improvement in % of pupils achieving ARE in reading, writing and maths for EYFS, Year 2 and Year 6 and expected or more progress for disadvantaged children.

<p>Attendance & Punctuality –</p> <p>Further increase overall average attendance and punctuality figures for all PP children. - Reduce the number of persistent absentees</p>	<p>Attendance of disadvantaged pupils improves</p> <p>Reduce the number of persistent absentees among pupils eligible for PP</p>
<p>Emotional Resilience –</p> <p>Social and emotional needs - Resilience and emotional well-being will be meaningfully combined within the academic curriculum</p>	<p>Children are supported emotionally, behaviourally and socially to enable them to be happy in school and maximise their potential. Sustained high levels of well-being demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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)

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching - is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium</p> <p>Continue to track and monitor progress of all PP children to support their progress</p>	<p>THE EEF GUIDE TO THE PUPIL PREMIUM – Key principle 3.</p> <p>A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust’s 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.</p> <p>https://tdtrust.org/ https://leadinglearning.co.uk/</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>AECPS constantly strives to ensure that all pupils receive the highest Quality First Teaching possible across the school as EEF Research shows that this approach generally leads to the biggest improvements in pupil progress for all pupils including those that are disadvantaged. This further supports our school belief that Pupil Premium funding benefits all pupils.</p> <p>Education Endowment Foundation EEF Mathematics guidance: key stages 1 and 2 (covers years 1 to 6)</p>	<p>1, 2 and 3</p>

<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Detailed scrutiny of school's data to identify barriers to learning and put in place a targeted support programme for each individual PP child</p>	<p>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> <p>OFSTED report 2014 on Pupil Premium Progress - Own knowledge of children</p>	<p>1, 2, 3, 4</p>
<p>Continue to monitor, update and train staff in our DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <div data-bbox="544 1514 1050 1744" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> </div>	<p>4</p>
<p>Developing a new pedagogy and curriculum focused on oral language skills.</p>	<p>The Education Endowment Foundation's evaluation of oral language interventions as part of its 'Teaching and Learning Toolkit' shows that they have a 'positive impact' on learning at a very low cost. It summarised that</p>	<p>1,2,3,4</p>

	<p>“Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months’ additional progress over the course of a year.”</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Oracy Schools Framework Voice 21: Oracy Curriculum, Culture and Assessment Toolkit -... EEF</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £3,514

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 extension tuition is provided for PP in reading, writing and maths</p>	<p>Teaching and Learning Toolkit (EEF) High impact, high cost with extensive evidence EEF score +5</p> <div data-bbox="576 1252 924 1509" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> </div> <div data-bbox="576 1536 924 1756" style="border: 1px solid black; padding: 5px;"> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> </div>	<p>2</p>
<p><i>Phonics Tuition – additional small group or 1:1 Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an</i></p>	<p>Teaching and Learning Toolkit (EEF) Moderate impact, low cost with extensive evidence EEF score +4</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged</p>	<p>1 and 2</p>

<i>average impact of an additional four months' progress.</i>	backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding allocated on an individual basis for school visits, family support, outdoor learning and uniform	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	4
<i>Close monitoring of attendance and targeted support to tackle lateness and attendance for certain PP children</i>	Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	1,2,3 and 4

Total budgeted cost: £19,514

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Outcomes of 2023/2024 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

	National 2024	AECPS 2024
Year One	80%	93%
Year Two	91%	100%

100% of PP children passed the phonics screening check

Multiplication Tables Check (MTC Y4)

	National 2024	AECPS 2024
25	34%	53%
24+		73%
23+		77%
21+		88%
Av Score	20.6	22.6

100% of PP children achieved 22+

KEY STAGE ONE (Y2) (non-statutory)

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

	AECPS 2024
Reading	93%
Writing	76%
Maths	79%

Percentage of children exceeding the expected standard

	AECPS 2024
Reading	55%
Writing	24%
Maths	48%

Reading - 100% of PP children reached Expected and 50% achieved Greater Depth

Maths – 50% of PP children reached the Exceeding Standard

Writing – 50% of PP children reached the Expected Standard

Key Stage Two (Year 6) - NB – National Figures to be Validated

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

	National 2024	AECPS 2024
Reading, Writing and Maths *	61%	80%
Reading	74%	90%
Writing	72%	86%
Maths	73%	93%
Grammar, Punctuation & Spelling (GPS)	72%	90%

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

National data 2024 not yet available.

	National 2024	AECPS 2024
Reading, Writing and Maths *	8%	17%
Reading	28%	43%
Writing (Greater Depth Standard)	13%	30%
Maths	24%	50%
Grammar, Punctuation & Spelling (GPS)	32%	50%

100% of PP children reached the Expected Standard in all subjects and 20% of PP children achieved the Exceeding Standard in all 4 subjects.

- 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.

Further information (optional)

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