

Altrincham CE Primary School

Pupil Premium Strategy & Statement

2025-26

Statement of intent:

Grow strong and bear fruit

This statement details our school's use of pupil premium funding to help improve the attainment of our vulnerable children, including those in receipt of Pupil Premium funding.

It outlines our Pupil Premium (PP) strategy, how we intend to spend the funding this academic year, and the outcomes for pupils in receipt of PP funding during the academic year 2024-25.

School Overview at December 2025

Detail	Data
Number of pupils in school	196 (Reception - Year 6) ¹
Proportion (%) of pupil premium eligible pupils	16% ²
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sam Halliwell, Acting Executive Headteacher James Chillman, Chair of Governors
Pupil Premium lead	Sam Thompson, Acting Head of School
Governor lead	James Chillman

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year (April 25-March 26) (£1515 per eligible child for PP & £2630 for PLAC) ³	£60,600
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£60,600

¹ At 13.12.25

² 32 children, at 13.12.25

³ This funding is based on 40 children on roll at the time of the Oct 24 census, when 25-26 allowances were set. Some of those children were in Year 6 and have left. Note: mobility is high at ACE and the number of PP children fluctuates during the year.

Part A: Pupil Premium Strategy Plan

Our statement of intent

We are an inclusive school and are committed to securing excellent outcomes for all children, especially those who are vulnerable, including children in receipt of Pupil Premium funding, those with SEND and those known to children's social care.

We use approaches to teaching, learning and assessment that allow us to review each pupil's barriers and put in place evidence-led plans to support those most in need at any given time.

Our aims are ambitious for all of our children:

- every child to be on track to secure at least age-related expectations by the end of Year 6 (unless there is an identified long term educational barrier)
- close the attainment gap between those who are vulnerable and those who are not, including addressing any learning differences
- the attendance of Pupil Premium children is closely monitored, is above 96%, and if not, there is evidence of school intervention to promote rapid and sustained improvement
- all children feel and are safe, secure and happy, and avail themselves of our Nurture provision when needed
- our children are engaged, inspired, successful and resilient learners who make a smooth transition to the next phase of their education

These aims flow from our Christian ethos of inclusion, care and aspiration for every child. They underpin the decisions we make and how we allocate resources to support those most in need.

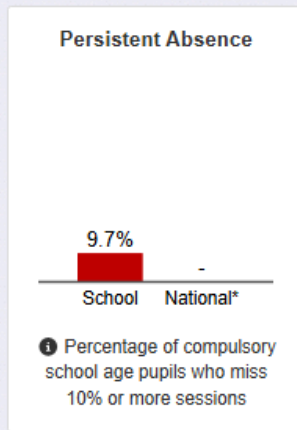
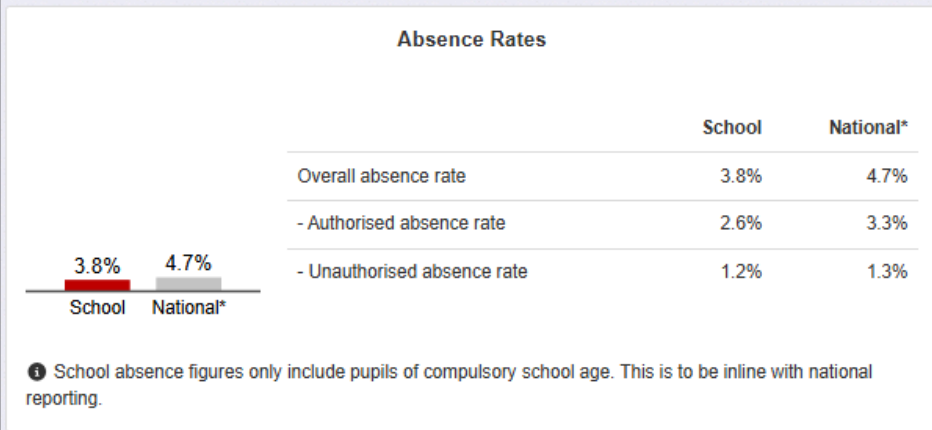
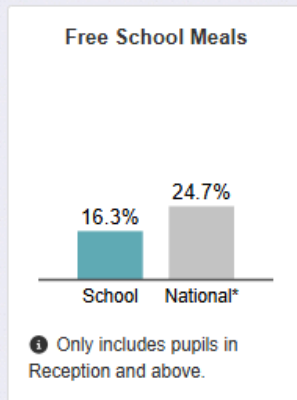
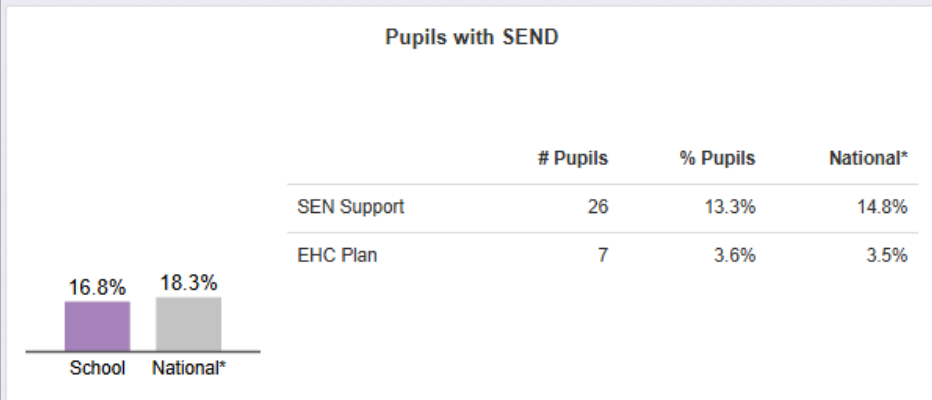
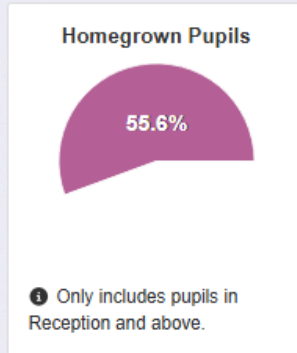
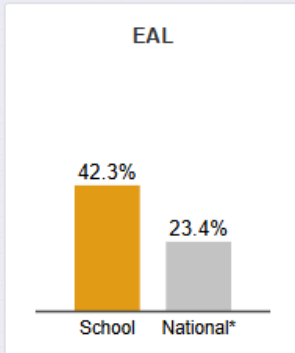
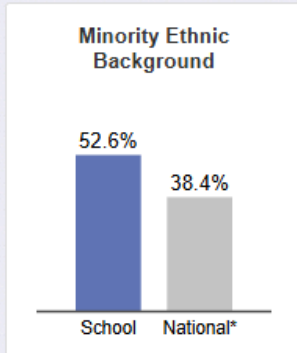
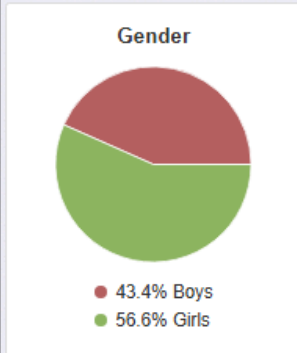
Our goal is that every child leaves our school having acquired the knowledge, skills and cultural capital they need to succeed in life: that they are well-prepared socially, academically and emotionally for the next stage in their schooling journey.

Whole-school Demographics

Demographics of Altrincham CofE (Aided) Primary School

2025-2026: 196 Pupils (in Years R-6)

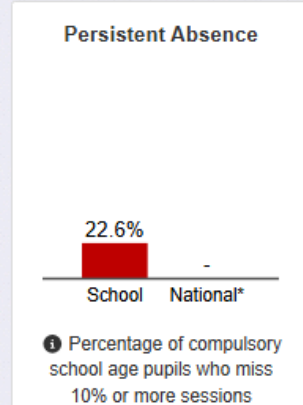
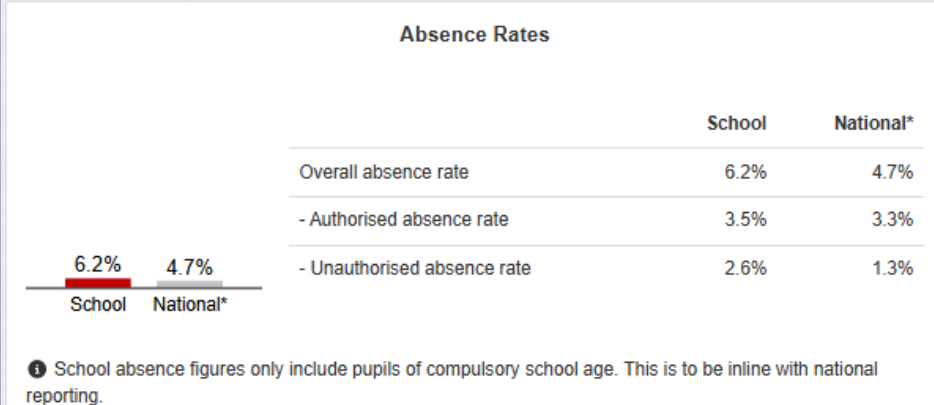
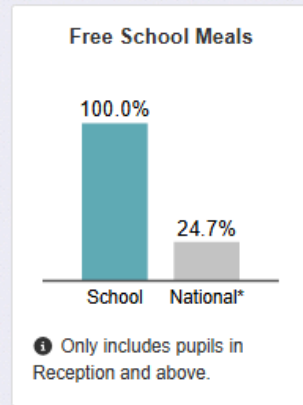
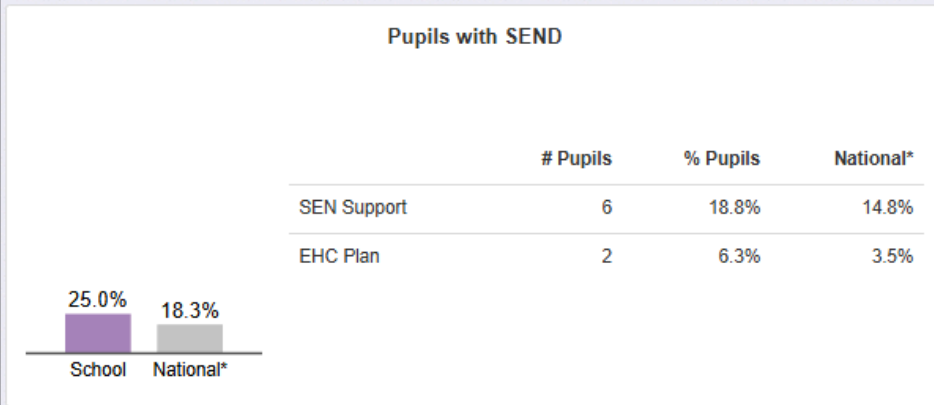
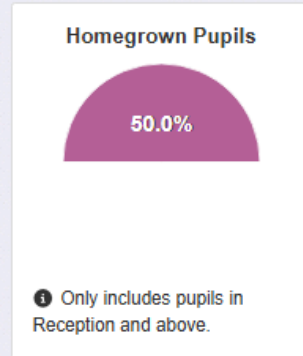
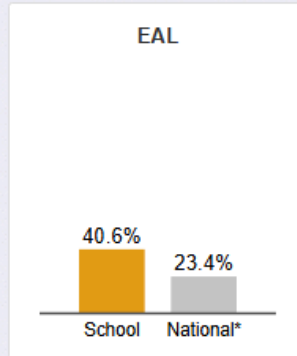
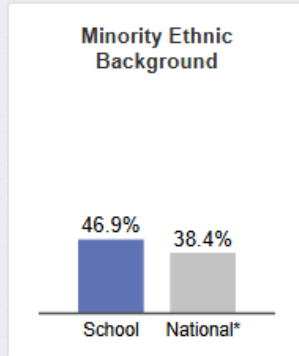
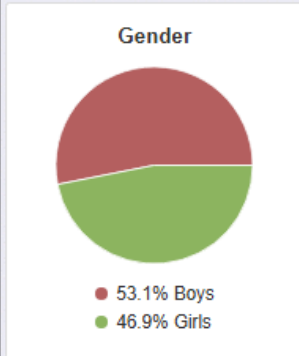
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Pupil Premium Demographics

Demographics of Altrincham CofE (Aided) Primary School 2025-2026: 32 Pupils (in Years R–6, who are disadvantaged)

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Summary of differences

- Our Pupil Premium children are slightly more likely to be boys than girls
- They are less likely to be from a minority ethnic background
- They are slightly less likely to be EAL
- They are slightly more likely to be mobile (to join us later than Reception)
- They are more likely to be on the SEND register as SEND Support or with an EHCP
- They are much more likely to be persistently absent and more likely to have generally low attendance and poor punctuality

All of the above represent risk factors.

For example, our SEND children have poorer outcomes than non-SEND and our PA children have poorer outcomes than peers with good attendance.

Our whole-school vulnerability index tracks these (and other) risk factors, and our internal data indicates that the more risk factors a child has, the greater the likelihood that their outcomes will be lower across all measures - academic, social and emotional.

We are therefore committed to understanding and addressing these risk factors, and we do so using a multidisciplinary approach, which involves our SENDco, Attendance Lead, Pastoral team, Class teachers, SLT and, where appropriate, external professionals.

ACE's Contextual Challenges

Challenge number	Detail of challenge
1	Our Pupil Premium children are more likely than their non-PP peers to be diagnosed with learning differences, and these SEND needs can mean it takes longer and a different approach for them to reach the same milestones.
2	Our Pupil Premium children are more mobile : they are more likely to join us post-Reception and our internal data consistently tells us that all children who do not have a strong start with us in Reception have poorer outcomes.
3	The SEMH needs of our Pupil Premium children are generally greater than those of others. We see in them a lack of confidence, resilience and independence . They often struggle with aspects of the core curriculum and as they progress through the school, this can lead to them not feeling successful and like they belong, and impact their sense of self-worth and perception of potential. They are referred to our Nurture team more often than their peers.
4	Formative assessments, curriculum monitoring and pupil voice activities indicate underdeveloped oral language skills and vocabulary gaps in our PP children. These are evident from Reception through to KS2 and unless addressed by us, will hold them back in education and in life.
5	A strong reading culture in the home is more likely to be lacking in our PP children. This impacts their early attainment and progress in Reading and later, their attainment and progress in Writing, meaning they have lower prior attainment than peers.
6	Core Maths knowledge is lacking in many of our PP children. At school entry they have lower numerical awareness than their peers and this continues through KS1 and KS2.
7	Many of our PP children have very complex home lives : split families and parents who are struggling with their mental health. Our PP children have proportionately more CPOMs records than their peers and are more likely to have Safeguarding flags. These wider home issues impact attendance, punctuality and preparedness to learn.

Intended Outcomes

Intended outcome	Success criteria
<p>Attendance above 96% or if not, evidence of rapid improvement.</p> <p>Persistent absence is addressed, including working with Trafford Attendance Management team, School Nursing Team etc.</p> <p>Punctuality is in line with the school average.</p>	<p>Attendance of PP children is at least 96% and punctuality is judiciously monitored by the Attendance Lead.</p> <p>Strong support provided by school for pupils/families whose attendance is below 90%, including referrals to external professionals. All family engagement is formally recorded and tracked.</p>
<p>Every child feels safe, secure and happy, benefitting from our strong pastoral and SEND offers, meaning that they are ready to learn, are motivated to learn, and will be successful.</p>	<p>Pupil wellbeing surveys indicate pupils feel safe and secure in school and know how to seek support. Barriers to learning are understood and being systematically dismantled. Resilience is cultivated and confidence built. Pastoral and SEND interventions are formally recorded.</p>
<p>Every child performs in line with or exceeds their own prior attainment by the end of Year 6 in Reading, Writing & Maths, regardless of SEND.</p>	<p>All of our Pupil Premium (PP) children attain a scaled score of 100 or more in Reading and Maths KS2 SATS and meet ARE (Age Related Expectations) for Writing, unless there is an identified long-term educational barrier.</p> <p>The average progress score of our PP children is equal to or higher than their non-PP peers.</p>
<p>Core Reading & Maths knowledge are secure, evidenced by strong performances in Year 1 PSC (Phonics Screening Check) and Year 4 MTC (Multiplication Tables Check)</p>	<p>All Year 1 PP children attain a score of >32 in PSC.</p> <p>All Year 4 PP children attain a score of >20 in MTC.</p>
<p>In all year groups, close the attainment gap between PP children and peers, particularly in Reading, where they are more likely to be trailing against age-related expectations than peers.</p>	<p>All children have passed PSC, including mobile and EAL children.</p> <p>Adaptive teaching strategies are embedded.</p> <p>Targetted interventions address gaps in decoding/comprehension/vocabulary.</p> <p>PP children are spotlighted in termly Pupil Progress and SEND Pupil progress meetings.</p> <p>Reasonable adjustments are investigated and introduced where appropriate.</p>
<p>Vocabulary gaps and a lack of oral language skills have been addressed by engagement with external professionals and by staff internally, supported by professional development in this area.</p>	<p>Oracy is embedded in day-to-day teaching. Staff have attended training and feel confident supporting children. Assessments and observations indicate improved oracy. This is evident when triangulated with other sources of evidence, including engagement in lessons, work scrutiny and ongoing formative assessment.</p>
<p>Ensure that PP children participate fully in school life, through attendance at co-curricular activities, representing the school in sport, trips and residentials.</p>	<p>All PP children take advantage of our club offer, attend trips and residentials and participate in school events such as theatre, author and library visits, and in themed curriculum days. All children are given the opportunity to represent the school externally.</p>

Planned Activities 2025-26

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above and improve the outcome for all of our vulnerable children.

Our activities are based on best practice as detailed in the [EEF's Guide to the Pupil Premium](#).

High Quality Teaching Projected cost: £42,500⁴

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment and retention of excellent practitioners and training and release time for teachers and subject coordinators, to ensure that curriculum design is knowledge-based, that assessment is purposeful, that teacher subject knowledge is optimal, and that teachers are using best practice pedagogy and are reflective regarding their practice.</p>	<p>The EEF Guide to Using Pupil Premium states that schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p>🛠️ Effective Professional Development EEF</p> <p>The EEF Guide to the Pupil Premium EEF</p>	1,2,3,4,5,6
<p>Embedded Adaptive Teaching across the curriculum through staff training and ongoing monitoring and evaluation, to ensure access and success for all, including Provision Pyramids for all subjects.</p>	<p>EEF blog: Moving from 'differentiation' to 'adaptive teaching'</p> <p>What is Adaptive Teaching and Why is it so Important? - The National College</p>	1,2,3,4,5,6
<p>Embedded Formative Assessment & Assessment for Learning (Afl) through the curriculum.</p> <p>Our 'house style' pedagogy includes retrieval practice, chunking, scaffolding, small steps, checks for understanding, repetition and feedback loops, to anticipate and reduce misconceptions, to ensure learning sticks, and to fix the foundations for future learning.</p>	<p>Embedding Formative Assessment EEF</p> <p>Assessment for learning - Cambridge University</p> <p>How learning happens in seven general principles</p>	1,2,3,4,5,6
<p>Launch of our ACE Reading Spine, to immerse children in the best that has been thought and written and to provide them with the cultural and knowledge capital they need to be successful in education and in life.</p>	<p>There is a wide body of evidence which indicates the crucial place of reading in unlocking the curriculum and opportunity:</p> <p>DfE The Reading Framework</p> <p>What to know: the importance of cultural capital - David Didau</p>	1,4,5

⁴ This includes staff CPD budget, cost of online resources to support learning, and parts of the salaries of our HoS/Oracy & Staff Development Lead, DHT/English Lead, SENDco/Attendance Lead & Assistant SENDco, the TA4 who leads Phonics and on our lowest 20% of readers and the TA3 who provides release time for Curriculum Coordinators.

<p>Enhancement of our core Maths teaching in line with DfE and EEF guidance.</p> <p>New Maths subject leadership for the academic year 25-26 will ensure fresh eyes and ambition across our Maths curriculum.</p>	<p>Evidence-based approaches followed: Maths guidance KS 1 and 2.pdf <p>(publishing.service.gov.uk)</p> <p>EEF guidance followed, based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> </p>	1,2,3,4,6
<p>Launch Oracy across the curriculum, through explicit teaching of speaking & listening skills using a bespoke ACE Oracy Framework, assessed against ACE Oracy end points.</p> <p>This will support children to express themselves, articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impact: We need to talk, 2024 – Oracy Commission Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,4,5,6
<p>Participation in Trafford-wide digital WellComm launch for EYFS</p>	<p>Digital WellComm will spotlight gaps in children’s speech and language skills and enable sharp, focussed interventions to address them.</p>	1, 4, 5
<p>Engagement with CPD and use of technology and online resources to support learning, including Mymaths, Seesaw, TTRS, Pearson Bug Club, Wordshark, Charanga, Primary Languages Network, Libresoft, Questful RE, Widgit, Google Classroom</p>	<p>Children in KS2 at ACE are involved in specialist Music provision through Trafford Music Service, either through instrumental tuition or in the Trafford Singing festival.</p> <p>Using Digital Technology to Improve Learning EEF</p>	1,2,3,4,5,6,7

Targeted Academic Support

Projected cost: £13,100⁵

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deployment of support staff to deliver individual, small group and flexibly grouped targeted interventions, both within and outside the school day (where capacity enables it), to support language development, literacy and numeracy.</p> <p>All children who are not meeting ARE read with an adult every day, using pedagogy and resources designed to accelerate their progress.</p>	<p>2. Targeted academic support EEF</p>	1,2,3,4,5,6
<p>Increased SEND provision through adding capacity to the internal SEND team in the appointment of as Assistant SENDco and the use of external professionals -</p>	<p>There is overwhelming evidence that approaches which benefit SEND children benefit all children. By adding capacity to our SEND team, we improve outcomes</p>	1,2,3,4,5,6

⁵ This includes parts of the salaries of our Nurture TA and the TA3/TA4 who lead English boosters in school, resources for those boosters, parts of the salaries of our SENDco & Assistant SENDco, and a portion of the salary of the Acting Head of School (Assessment Lead).

<p>Educational Psychologist, Occupational Therapist, SALT professional.</p> <p>Our sister school, Bowdon CS, is part of the Trafford PINS (Partnerships for Inclusion in Neurodiversity) project, and we will be participating in their CPD.</p>	<p>for our PP children, many of whom are on our SEND register.</p> <p>EEF blog: 'Five-a-day' to improve SEND outcomes</p> <p>By engaging with external professionals, we ensure impact-driven approaches to ensuring that our PP children have all barriers to learning systematically identified and removed.</p>	
<p>Subscription to Insight and optimisation of the portal for 25-26, meaning that children's progress in all areas is being recorded more visibly, thus facilitating data-driven decision-making.</p>	<p>Leaders cannot take corrective action in addressing gaps in the knowledge/skills of PP learners if they do not know they exist.</p> <p>Our internal data is now rich in insights regarding all children's attainment and progress across the curriculum, thus enabling responsive teaching.</p>	1,2,3,4,5,6

Wider strategies

Projected cost: £5000⁶

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased focus on attendance and punctuality by Attendance Lead, who closely monitors the attendance of all families who are PA or at risk of PA and offers support.</p>	<p>EEF blog: Supporting School Attendance: A new tool for reflection and planning</p>	1,2,3,7
<p>Engagement with external providers of mental health and behavioural support including Trafford MHST and participation in WSCA project, and internal PD for staff to embed Zones of Regulation, Relational Belonging & Restorative Practice.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1,2,3,7
<p>OPAL-style Play - project being led by School Council for launch Spring/Summer 2026</p>	<p>Our PP children are disproportionately likely to experience SEMH issues.</p> <p>Positive, productive playtimes can significantly impact their attitudes towards school, their social skills and general wellbeing. Evidence tells us that children learn better and are happier before and after successful play.</p> <p>We have significantly invested in staff PD and equipment.</p> <p>Outdoor Play And Learning</p> <p>(PDF) Child-led research investigating social, emotional and mental health and wellbeing aspects of playtime</p>	1,2,3,7
<p>Communicating with and supporting families, including financial support, to enable access to extra-curricular activities and school</p>	<p>A number of families rely on our support to enable their child to fully participate in school life. It is a part of our culture and ethos that financial barriers do not prevent full access. We use PP funding to</p>	7

⁶ This includes £100 per child to cover access to co-curricular clubs and £2000 to support access to residential and trips

experiences and to offer practical strategies for enhancing learning, wellbeing and behaviour.	subsidise visiting theatre company visits, trips, residential and experience days. We offer our PP children one free after-school club per half term.	
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified and set aside funding to respond to needs that have not yet been identified - for example, to support families who cannot afford to pay even the subsidised cost for them to attend residential.	All

Total budgeted cost: £60,600

Part B: Review of the previous academic year: Outcomes for ACE Pupil Premium pupils

We have analysed the performance of ACE's Pupil Premium children for the 2024/2025 academic year using key stage 1 and 2 performance data, EYFSP, PSC and MTC results, and our own internal assessments.

A summary of all statutory results can be viewed using the following link:

[Altrincham C of E - Ofsted and Performance Data](#)

EYFSP:

We had 3 PP children in Reception. All were Autumn or Spring born. Two achieved a Good Level of Development (GLD) and one did not. All were supported by our Attendance lead and their attendance was above the school average. The child who did not achieve GLD is receiving additional academic support and attending boosters in Year 1.

Year 1/2 Phonics Screening:

We had 1 PP child in Year 1. That child comfortably passed the Phonics Screening Check (PSC), having achieved GLD in Reception the year before.

In Year 2, we had 5 PP children. One only joined ACE after the PSC had taken place. 4 children who had not passed or were disapplied in Year 1 resat the PSC. Three did not pass; 1 scored 39. Those children who did not pass continue to receive daily Phonics sessions in Year 3 and are making rapid progress. Two have SEND, including one EHCP.

Year 2 Optional SATs & Teacher Assessment : We had 5 PP children in Year 2 (4 in school at the time of the tests). 3 are working below age-related expectations (ARE) in all core areas (Reading, Writing & Maths). One is working at ARE. All are supported in Year 3 in all core areas.

Year 4 Multiplication Tables Check: We had 5 PP children in Year 4. 3 of these children scored 20 or more in the MTC. The two who scored <20 have complex histories and continue to be supported in Maths in Year 5 and in other areas where required.

Year 6 SATs & Teacher Assessment: This was a very complex cohort in terms of mobility, attendance and SEND. We had 12 PP children, of whom one only joined in June. Two children were in school for SATs but were disapplied from the results due to their status as International New Arrivals (INA). Of the 9 remaining, one child's results are included in our results but extenuating medical circumstances apply, which caused the child to miss a significant amount of schooling in Year 6. 5 children were persistently absent and 3 were SEND support. A number were on our Nurture list due to pastoral and/or home issues.