Pupil premium strategy statement – Alburgh with Denton C of E Primary Academy

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	100
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2025-2028
Date this statement was published	Dec 2026
Date on which it will be reviewed	Dec 2027
Statement authorised by	Mrs Leigh Goodhew
Pupil premium lead	Mrs Leigh Goodhew
Governor / Trustee lead	Mr Paul Cochrane

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,950
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*	£13,950

Part A: Pupil premium strategy plan

Statement of intent

At Alburgh with Denton CE Primary Academy, we have high aspirations for our pupils. We care about the whole child and high-quality teaching is at the core of what we do to ensure that disadvantaged pupils achieve their full potential. We offer high quality CPD to all staff to support them in their development, creating a positive impact on the pupils. At Alburgh with Denton we use a range of approaches to combat barriers and offer support to the needs of the whole family. As a small rural school, we aim to raise aspirations and give a range of opportunities to enhance cultural capital. We want to open children's eyes to the wider world and help them to realise the possibilities that are out there, raising their outcomes so that they have equal opportunities of achieving in later life. Our key principles are ensuring they have equal access to opportunities and ensuring they have experiences that they would not have experienced from home. We have had higher mobility into our school over the recent years so ensure that all feel part of our school community.

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 strategy will focus on a Pupil Premium First approach. To ensure they are effective and personalised for each pupil, we will draw on pupil and parent voice, also regularly tracking the progress of these pupils to adapt the support needed and the opportunities experienced.

Due to the fact that our PP numbers are low and we have been experiencing quite a high rate of mobility, which affects this data, and therefore the challenge, quite significantly, this plan may well be adopted annually when it is reviewed to reflect the needs at the time. A high proportion of our PP pupils are also on our SEN register so are doubly disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	**Lower-School Academic Gaps in Foundational Skills** Internal diagnostic data across non-KS2 year groups reveals that 4 Pupil Premium (PP) pupils (including 2 with SEND) are working below age-related expectations in reading, writing, and mathematics. Diagnostic testing indicates gaps in foundational phonics decoding, early number sense, and vocabulary acquisition.

2	**Mobility, Transition, and Language Acquisition** A significant proportion (6 of 9, or 67%) of the current PP cohort joined the school post-Reception (high mobility). Diagnostics show these pupils experience gaps in cumulative curriculum alignment, key subject vocabulary (Tier 2/3), and require structured settling-in frameworks to quickly reach age-related expectations.
3	**Dual-Barriers: Complex Special Educational Needs & Vulnerabilities** Nearly half of the PP cohort (4 of 9 pupils) have identified SEND needs, with 1 pupil supported by an EHCP. Additionally, 3 pupils carry young carer responsibilities. Data indicates these pupils face higher risks of cognitive overload, social-emotional fatigue, and cumulative learning loss if adaptive teaching strategies are not precisely embedded.
4	**Engagement with Home Learning & Digital Access** Feedback from pupils and parents highlights that a lack of targeted, structured home-learning support and inconsistent access to quiet study spaces or digital devices outside of school hours creates a barrier to completing homework and consolidation tasks independently.

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
1. Accelerate progress of lower-school PP pupils | (specifically non-KS2 pupils working below expectations) to close foundational attainment gaps.	• Non-KS2 PP pupils working below expected standards achieve progress in Reading, Writing, and Maths, using raw scores or tracker % as a measure. • Increased percentage of PP pupils meeting/exceeding target benchmarks in Year 1 Phonics and Key Stage 1 assessments, based on phonic scores across the year..
Rapid curriculum integration and vocabulary growth for high-mobility PP pupils joining post-Reception.	• High-mobility PP pupils progress on diagnostic tracking within two terms, including Communicate assessments. • Vocabulary acquisition, understanding and usage improved.
High-quality adaptive provision and targeted support for PP pupils with dual-barriers (SEND / Young Carers).	•PP pupils with SEND (including EHCP) achieve 80% of their individualized APDR/EHCP learning targets across the year. • Young carers access tailored pastoral and wellbeing support, maintaining attendance to at least equal to the school average.
Remove barriers to home learning through structured, in-school homework provision and parental support.	• 100% of PP pupils participate in or have access to dedicated, staff-supported homework provision.

	• Improved completion rate for homework tasks across the PP cohort, with positive pupil and parent feedback on home-learning tools.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,365

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff professional development focused on adaptive teaching strategies, cognitive load theory, and scaffolded instruction tailored for pupils with dual-barriers (PP + SEND).	The EEF Toolkit highlights that high-quality teaching and adaptive scaffolding (+1 to +5 months' additional progress) benefit all pupils, particularly those with SEND and disadvantaged backgrounds. The DfE *SEND Code of Practice* emphasizes high-quality teaching tailored to individual needs as the first step in responding to pupils with special educational needs.	1, 2 and 3
Implement school-wide formative assessment and feedback practices focused on immediate verbal feedback, live marking, and explicit pupil response time.	The EEF Teaching and Learning Toolkit identifies effective feedback as a high-impact, low-cost strategy adding **+6 to +8 months' progress**. The EEF Guidance Report *Teacher Feedback to Improve Pupil Learning* highlights that live verbal feedback (+7 months) and targeted self-regulation guidance have a greater impact than extensive written marking (+5 months), while reducing teacher workload and significantly benefiting lower-attaining and disadvantaged pupils.	1,2 and 3
Implementation of whole-school Tier 2/3 vocabulary strategies and structured oral language frameworks	EEF research shows that Oral Language Interventions consistently demonstrate positive impacts on attainment, providing an average of +6 months' additional progress. Teaching explicit vocabulary	2

(e.g., WalkThrus frameworks) to support rapid language integration for high-mobility pupils.	strategies directly improves reading comprehension and curriculum access for pupils with lower baseline language skills or those joining mid-year.	

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

Budgeted cost: £3,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted, small-group and 1:1 academic interventions using evidence-based frameworks (e.g., phonics and early number sense recovery) for the 4 lower-school PP pupils identified as working below age-related expectations.	Small-group tuition is effective, providing an average of +4 months' additional progress (EEF Toolkit). One-to-one tuition generates up to +5 months' progress, with the greatest impact observed when sessions are short, regular, and tied directly to classroom teaching.	1
Fast-track diagnostic screening and tailored baseline catch-up packs for newly arrived PP pupils joining after Reception to identify and remediate specific curriculum gaps.	EEF guidance on effective implementation emphasizes early diagnostic assessment as a key driver to prevent cumulative learning deficits. Targeted early catch-up support reduces the risk of long-term underachievement in mobile pupil cohorts.	1 and 2

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

Budgeted cost: £1,785

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establishment of a weekly, staff-guided After-School Homework Club providing quiet study spaces, digital	EEF research indicates that secondary homework has high impact, but primary homework shows greater efficacy when supported by structured, supervised school environments (+2 to +3 months'	4

devices, and tailored academic guidance.	progress). Providing school-based access removes digital and home-environment barriers for disadvantaged pupils.	
Targeted parent workshops offering actionable guidance on supporting reading and maths at home.	Parental engagement strategies can add up to +4 months' progress (EEF Toolkit). Interventions that provide practical, specific activities for parents to support home learning yield the highest gains.	2, 3 and 4
Dedicated pastoral check-ins, social-emotional monitoring, and subsidised participation in wider enrichment opportunities (sports, residentials, and visits) to maintain high engagement and wellbeing.	Social and Emotional Learning (SEL) interventions improve interaction, self-regulation, and academic performance (+4 months' progress, EEF Toolkit). The DfE guidance on supporting young carers underlines that targeted pastoral support directly improves school attendance and emotional resilience.	1, 2 and 3

Total budgeted cost: £13,950

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

All pupil premium pupils attended at least 2 trips each year and at least one sporting tournament. All KS2 pupils have been taken swimming, with all being able to swim 25m. All children have also learnt to ride a bike, tried new sports such as scootering, skateboarding and kinball, took part in a whole school performance and experienced playing a musical instrument. They have all experienced PE enrichment sessions and attended forest school sessions. This has increased their life experiences and allowed them to obtain or improve life skills that they didn't previously have. Revision books were purchased for the year 6 pupils and more attended the after school SATS revision club than in previous years. One child has also been recognised as colour blind and has new glasses. We have also used the services of the school and communities team more this year to work with the pupils that also have SEN with targeted interventions.

End of KS2 data showed that in reading 80% achieved the expected standard, compared with 25% for non-disadvantaged. 73% of disadvantaged achieved expected in Writing compared with 0% for non-disadvantaged and in Maths, 87% obtained the expected standard compared to 50% of non-disadvantaged. The average score for the multiplication check for disadvantaged was 11 compared with 19.8. We did not have any disadvantaged pupils in year 1. The one disadvantaged pupil in EYFS did not make GLD (compared to 70% of the cohort) and is currently receiving speech and language and other interventions.

Data from the other year groups show that none of the disadvantaged pupils were working at the expected standard in all areas. This is 4 pupils (2 are SEN and 2 are being monitored) and although progress is being made, this will need to be a deeper area of focus in the future.

Three of our young carers were disadvantaged and their pupil voice showed that they enjoyed having the time to play and spend time together and felt that it is helping them become more positive and confident. Resilience scales of pupils attending nurture support show an improvement and parents have been glad of extra support and do not see how the school can support them further.

Parents have attended more parents evenings and more have attended workshops, learning cafes and celebration activities. We have also been more proactive at calling parents to keep communication open. A few parents, but mainly the pupils, have suggested that they would like the opportunity to complete homework at school, so this will be something we plan to focus on next year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Enrichment sports activities	Premier Sport

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.