

Pupil premium strategy statement

All Saints CE Primary School and Nursery

This statement details our school's use of pupil premium (and recovery 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
School name	All Saints CE Primary School and Nursery
Number of pupils in school	165
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sally Hunter
Pupil premium lead	Sally Hunter
Governor / Trustee lead	Steve Johnston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 73, 420
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 73, 420

Part A: Pupil premium strategy plan

Statement of intent

At All Saints CE Primary School, we aim to use our Pupil Premium funding to ensure that our disadvantaged pupils receive the highest possible quality of education to enable them to become responsible, respectful citizens who are ready for the next phase of their education. When making definitions about the use of our Pupil Premium funding, in school research is conducted alongside the use of external research, for example the EEF, to support our decisions. We fully recognise that disadvantaged pupils may face a wider range of barriers which may impact their learning.

Key Principles:

- Provide high quality teaching and learning that meets the needs of all pupils and that is tilted to our disadvantaged pupils.
- Identify the needs of our disadvantaged pupils through rigorous assessment which is reviewed frequently.
- Provide specific targeted intervention where required to support pupil's academic ability alongside their social, emotional and mental health needs.
- Recognise the need for a personalised approach and that not all pupils in receipt of free school meals are socially and academically disadvantaged. In addition, not all pupils who are socially disadvantaged qualify for free school meals. Therefore, we reserve the right to allocate Pupil Premium funding to any pupil or group of pupils the school has identified as disadvantaged.
- Approaches adopted will be based on strong educational evidence
- The strategy is embedded within a broader strategic implementation cycle using the EEF implementation Guidance report.

Our objectives for our disadvantaged pupils:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to exceed nationally expected rates of progress.
- For all disadvantaged pupils in school to reach age related expectations or above.
- For all disadvantaged pupils to be prepared for future success at secondary school by having a strong sense of identity, a strong moral purpose, resilience, confidence and independence in order to keep themselves mentally and physically healthy.

Achieving our objectives:

- In order to achieve our objectives and overcome identified barriers to learning we will:
- Provide high quality CPD to ensure pupils have access to effective quality first teaching.
- Provide targeted intervention and small group support to quickly address gaps in learning.
- Ensure pupils have access to a broad curriculum which includes access to trips and hands-on learning experiences.
- Provide opportunities for all pupils to participate in enrichment and extra-curricular activities.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.
- Provide clear support and intervention in Early Years to begin to close the gap as soon as possible

Challenges

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

Challenge number	Detail of challenge
1.	<p>Attainment Assessments at the end of Key Stage 1 and 2 indicate that attainment is lower in some year groups for Reading, Writing and Maths for pupils eligible for pupil premium compared to pupils not eligible for pupil premium. Targeting gaps in knowledge and skills is a key area to support attainment and progress.</p>
2	<p>Speech, language and communication An increased number of children are demonstrating poor PSHE and communication skills, particularly as they enter the school in EYFS. This greatly impacts writing and presents as poor language choices, conversational skills and ability to explain their thinking.</p>
3	<p>Parental engagement Some parents are not engaged in the academic aspect of school and this impacts their ability to support learning from home (e.g. reading, learning behaviours, completing home-learning, engagement with information workshops)</p>
4	<p>Social, emotional and mental health An increasing number of children are demonstrating behaviour consistent with experiencing challenges with their Social, Emotional and Mental Health (SEMH). Most commonly this is presenting as an increase in anxiety experienced by children with presents as difficulty with attendance, consistent poor behaviour and lack of engagement.</p>
5	<p>Attendance Our attendance data for the last year (2024-2025) indicates that attendance among our pupils eligible for pupil premium was lower than for pupils not eligible for pupil premium. All Pupils Attendance 92% Pupil Premium Attendance 88.2% Non- Pupil Premium Attendance 93.6% Persistent Absence 19.4% Persistent absence Pupil Premium 28.5% Persistent absence Non-Pupil Premium 15.6%</p>

6	<p>Access to wider opportunities</p> <p>The pupils eligible for pupil premium funding in our school generally have fewer opportunities to develop their cultural capital outside of school. This is seen in limited access to a wide variety of life experiences and role models for high aspirations.</p>
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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
Gaps in learning will be closed and PP children will make accelerated progress in writing and maths	<ul style="list-style-type: none"> A higher % of PP pupils achieve the expected standard in writing and maths by the end of 2025/2026 compared to the previous year. Improvement shows rapid progress for all eligible PP pupils.
To develop staff, pupil and parent understanding of the importance of formative assessment, oracy and vocabulary as a powerful tool for learning and impacting early reading, writing and maths skills. To educate our school community that by teaching children to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them.	<ul style="list-style-type: none"> Regular training, planning and monitoring show deliberate, explicit and systematic teaching of oracy in reading, writing and maths, and across the curriculum in school. Assessment is tracked and monitored regularly by SLT using the assessment framework taking in to account the impact of assessment for learning strategies and oracy as a tool to measure children's progress. Assessment will provide staff with an accurate view of children's oracy capabilities to support future teaching. Parents are aware of and understand the process of oracy learning and formative assessment within school and will be supported with developing their children's oracy skills at home. Pupils are given clear in the moment feedback to maximise learning opportunities and address misconceptions.
To provide families with the support and guidance of the SENCO, Attendance Officer and EWO to ensure that pastoral needs are not a barrier to learning and reaching their full potential.	<ul style="list-style-type: none"> SEND register, robust attendance monitoring and regular meetings identifies children's needs and details. Possible actions and support to address these will be implemented including guidance from the SENCO, EWO and outside agencies.

<p>To enhance communication with parents and families. To increase parental involvement through initiatives designed to support the academic and emotional well-being of their children.</p>	<ul style="list-style-type: none"> • Children demonstrate progress in line with or exceeding national expectations in writing and maths, showing an increased level of oracy, communication skills and metacognition. • Sustained and effective two-way communication is evidenced through increased numbers of parental attendance at school learning based events, • Parents feel supported through a positive trusting partnership between school and home.
<p>To raise the awareness across the school community of the challenges faced by children who SEMH difficulties. To implement strategies within the curriculum and classroom practice to reduce the impact of these challenges on learning and behaviour.</p>	<ul style="list-style-type: none"> • The school community will have increased understanding about the challenges faced with children are face SEMH difficulties. • Pupils will be more 'ready to learn' and the number of behaviour logs will decrease. Records and impact measure will show the effectiveness of targeted support. • Staff will be aware of how adverse childhood experiences (ACES) impact on learning and behaviour and be equipped with how to support children with this.
<p>To achieve and sustain improved attendance for all pupils, particularly our pupil premium pupils.</p>	<ul style="list-style-type: none"> • Improve attendance during 2025-2026 (minimum target of 92.6%-ABIE) which will be demonstrated by an overall reduce absence rate for all pupils and the attendance for pupil premium pupils will be in line with non-pupil premium.
<p>To provide pupils with access to a wide range of activities within and outside of the curriculum to broaden and enhance their cultural capital.</p>	<ul style="list-style-type: none"> • Pupil premium children have greater access to clubs and activities and parents will be encouraged to take up the offer. • Access to the offer will be monitored and take up maximised. • Pupil voice will be used to develop and enhance to offer to reflect what the children's preferences.

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)

Budgeted cost: £ 21,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effective Delivery of Continuing Professional Development to embed Oracy within the curriculum. A programme to build a 'Culture of Oracy' and feedback throughout the school community will further develop. This will focus on embedding current practice that was introduced last year and sharing this to engage parents.</p> <p>Regular opportunities for training will continue throughout the year to be cascaded to develop subject knowledge of all staff.</p> <p>This year will focus on the impact of oracy in Writing to provide the children with the opportunity to engage in talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.</p>	<p>Ofsted 2024 - High-quality professional development that improves teachers' knowledge, practice and confidence can have a positive impact on pupils' outcomes.</p> <p>EEF - Research tells us that high quality teaching can narrow the disadvantage gap. It can '...build knowledge, motivate staff, develop teaching techniques and embed practice'.</p> <p>EEF Toolkit - Ongoing CPD for all staff at regular intervals throughout the year.</p> <p>+ 4 months additional progress.</p> <p>EEF - The average impact of Oral language interventions is approximately +6 months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. Additional impact of +7 months in early years compared for +6 months for Years 1-6.</p>	<p>1,2,4</p>

<p>A rigorous process for assessing writing will be in place to identify gaps in learning and tailor teaching to close these. The Oracy Framework will be used alongside the writing assessment framework so all staff have a clear understanding of children's oracy capabilities, allowing them to plan accordingly to ensure accelerated progress. The impact of oracy in writing will be regularly monitored and reviewed by the Writing Lead and SLT. Speech and Language Therapist to offer support to staff as well as children.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
<p>Developing Oracy in the Early Years A speech and language assessment tool will be used for the for early identification of children who are experiencing barriers to speech and language development in the Early Years. Initial baseline assessments will be carried out so that learning can be tailored to meet any gaps for all children. Interventions and support within provision to be implemented to support children in Early Years speech and language development Parents will be supported in developing their knowledge around how to support and develop their children's early speech and language development. Speech and Language Therapist to offer support to staff as well as children.</p>	<p>EEF - The average impact of Oral language interventions is approximately + 7 months' progress over a year in the Early Years. Early assessment of barriers to speech and language development supports children early in their education journey. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. Oral language interventions with frequent sessions (3 times a week or more) over a sustained period appear to be most successful. Approaches that are delivered one-to-one also have larger impacts https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1,2,3,4</p>

<p>Robust use of assessment tools Make greater use of the school tracking and assessment software, alongside the school writing assessment framework, oracy framework and attendance at moderation events, to support teachers in being able to accurately and quickly track and identify gaps for PP children to ensure gaps are closed and they make accelerated progress. Regularly use high quality verbal feedback as part of EFA to immediately move learning on and address misunderstandings</p>	<p>EEF Assessment guidance Children in schools that embed formative assessment (EFA) made +2 months additional progress Children in schools that embed feedback as part of EFA made +6 months additional progress https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p>	<p>1,2</p>
<p>Trauma and Adverse Childhood Experiences Effective Delivery of Continuing Professional Development</p> <p>Provide staff with greater understanding of how these impact children's ability to be ready to learn and access information. The information from the Ed. Psych, SENCO and SEN Trust consultant will inform staff on ways to respond to children's needs. Continue to implement 'adaptive teaching' and an 'adaptive curriculum' when appropriate for identified individuals and cohorts. CPD for ELSA training</p>	<p>EEF - Social and Emotion learning https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotionallearning Improvements in children's educational/attitudinal outcomes appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important. https://educationendowmentfoundation.org.uk/news/eef-blogassess-adjust-adapt-what-does-adaptive-teaching-mean-toyou</p>	<p>1,2,4</p>

Targeted academic support

Budgeted cost: £ 39,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High adult to pupil ratio to enable pupils to be taught in smaller groups that address gaps in learning to ensure accelerated progress. Groups include communication and social skills interventions to support SEMH (Years 3, 4, 5 and 6)</p>	<p>EEF Toolkit - + 4 months additional progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/small-group-tuition</p> <p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations - smaller class sizes in primary schools have a greater positive impact on disadvantaged pupils than their peers. Small group tuition is most likely effective when it's targeted at pupils' specific needs.</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals based on usual lesson content, has a higher impact.</p>	1,2,4
<p>Purchase of resources Times Table Rockstars Maths Mastery Purple Mash Kapow</p>	<p>EEF Toolkit – Digital technology to improve learning - Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom; Technology has the potential to improve assessment and feedback, which are crucial elements of effective teaching; Using technology can increase the accuracy of assessment, and the speed with which assessment information is collected, with the potential</p>	1,2,3,4

Speech & Language assessment package Assessment programme ELSA Training	to inform teachers' decision-making chromeextension://oemmndcblboiebfnladdacbfmadadm/https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1735905736	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £17,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting School Attendance Attendance officer to support families to improve attendance and work closely with the EWO, SENCO and school staff.	Attendance EEF There are clear links between attendance, attainment and behaviour in the context of increased levels of absence. Good attendance is vital to ensure pupils make good progress. The school is taking a pro-active approach to encourage good attendance and address barriers for individual families. Further attendance systems will be in place to regularly review attendance data and identify patterns and priorities. Regular logged reminders to parents.	3,4,5
External Professional Educators to identify and support with SEMH needs.	EEF + 4 months progress. Targeted interventions and universal approaches have positive effects. Systems for managing behaviour are clear, consistently applied and shared with parents.	3,4,5,6

<p>Continued engagement with parents from SENCO and SLT to build strong relationships with the greater community. Engage more regularly each term with individual families to share information about academic and pastoral progress and to individually invite to events through multiple pathways.</p>	<p>Parental engagement EEF - The average impact of the Parental engagement approaches is approximately +4 four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	3,4,5,6
<p>Morning Club offer for Pupil Premium children to provide a calm start to the morning ensuring they are ready to learn. Breakfast and snacks are available throughout the day when appropriate. Games Club To support socialisation, communication and well-being, particularly where SEMH is a concern.</p>	<p>EEF - Improving Behaviour highlights the importance of getting to know individual pupils and developing good relationships so pupils feel valued and supported.</p>	3,4,6
<p>Build a culture of community and belonging Support engagement in extra-curricular activities for pupil-premium children by offering one subsidised or free after school club and one school visit per term to support socialisation, communication and well-being, particularly where SEMH is a concern. Participation in free sports sessions during lunch times is encouraged.</p>	<p>EEF Toolkit - +1 positive impact of physical activity on academic attainment - improved confidence and self-esteem and the ability to socialise in a less structured setting. Trips and outdoor education provide opportunities that help to develop self-esteem, self-confidence and independence; they contribute towards the development of cultural capital. Systems will be in place to track pupils' engagement with social and extra-curricular opportunities.</p>	3,4,5,6

Total budgeted cost: £ 73,420

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 2022 to 2023 academic year.

Expected progress is 6 steps over the academic year.

Year 1 expected progress is 4 steps progress over the academic year (Autumn 2 to Summer 2).

Progress	Word Reading % Expected		Writing % Expected		Maths % Expected	
	Reception 20 pupils 6 PPG	5	5.1	5.6	5.3	4.5

Progress	Reading Steps Average		Writing Steps Average		Maths Steps Average	
	All Pupils	PPG Pupils	All Pupils	PPG Pupils	All Pupils	PPG Pupils
Year 1 23 pupils 8 PPG	5.3	5.0	4.7	4.4	5.3	5.1
Year 2 22 pupils 6 PPG	5.0	4.5	5.0	3.8	5.2	5.0
Year 3 25 pupils 8 PPG	4.5	4.3	4.0	3.0	4.5	4.1
Year 4 14 pupils 5 PPG	2.8	0.3	2.8	0.3	3.3	0.6
Year 5 30 pupils 9 PPG	5	4.7	4.9	4.9	5	5
Year 6 56 pupils 16 PPG	5.4	5.5	5.7	5.7	5.2	4.7

Pupil premium funding has effectively targeted support to some of our most vulnerable pupils. It has primarily focused on improving the quality of education through improving the quality of teaching and learning, developing the curriculum and supporting pupils to participate in the wider life of the school. Teachers and support staff will continue to focus aspects of pedagogy and curriculum towards the need of pupil premium pupils

Progress for PP children in:

Year 1 is just below in all areas due to SEND needs of PPG children.

Year 2 is below in all areas but particularly writing. This is due to significant SEND needs of PPG children.

Year 3 is broadly in line with non-PPG peers for reading and maths but below in writing due to significant SEND needs.

Year 4 is below in all areas due to significant SEND needs in this year group.

Year 5 is broadly in line with non-PPG peers in all areas.

Year 6 is broadly in line with their non-PPG peers and slightly below for maths.

At the end of Year 6, 13% PP children achieved a combined expected standard in Reading, Writing and Maths. The children that did not achieve combined expected standard had significant SEND and EAL needs.

All staff continue to be provided with CPD on quality teaching and learning (QFT) regularly throughout the year. They will report termly with the impact of interventions that are in place for PP children. All staff have been participating in CPD on the basics of writing and effective feedback, ongoing book moderation and analysis of data. All

Evidence-based, carefully selected interventions were implemented across the school which impacted rates of progress. These included Colourful Semantics, Read Write Inc writing programme and other small group interventions. These will be continued this year in KS1 and KS2 to embed basic skills and to develop oracy before writing.

Monitoring last year indicated that standards of writing improved. Writing this year remains a focus as well as further embedding oracy, however there is also a whole school priority on strengthening maths attainment across the school. A continued focus on oracy and assessment for learning will be in place to achieve even more rapid rates of progress for all disadvantaged pupils.

We continue to focus on improving the attendance of PPG pupils as well as building and maintaining relationships with their families. Attendance for PPG children last year was 88.2% which was lower than 93.6% non-PPG. We have included attendance as an ongoing focus this year as overall attendance for this group is still lower than their non-disadvantaged peers. Robust systems are in place to support non-attendance.

We continue to be a Mental Health in Schools Team (MHST) partner and benefited from support in the following areas:

- Parenting programmes
- Peer Mentoring Programme

Nurture sessions have supported our PPG children which has resulted in more positive mental health and well-being.

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
TT Rockstars	TT Rockstars
White Rose Maths	White Rose Education
Purple Mash	2Simple Ltd
Kapow	Kapow Primary

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A