

Pupil premium strategy statement – All Saints C of E Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	56.4%
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 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Josephine Copeland
Pupil premium lead	Diane George
Governor / Trustee lead	Charlotte Bathgate

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,135
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</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>	£165,135

Part A: Pupil premium strategy plan

Statement of intent

At All Saints CofE Primary School, our aim is to ensure that disadvantaged pupils achieve at least as well as their non-disadvantaged peers, academically, socially and emotionally, and are fully prepared for the next stage of their education.

Analysis of our Inspection Data Summary Report (IDSR) highlights significant attainment gaps for disadvantaged pupils, particularly at Key Stage 2. The latest three-year average shows a significant gap between disadvantaged pupils in school and national non-disadvantaged pupils achieving the expected standard in reading, writing and mathematics.

Attendance data further indicates that disadvantaged pupils are more likely to experience persistent absence, reducing access to learning and contributing to underachievement.

Our strategy is rooted in the conviction that closing gaps requires:

- *High-quality teaching for all pupils*
- *Targeted academic interventions*
- *Strong pastoral and attendance support*

We recognise that many disadvantaged pupils face compounded barriers, including lower starting points (particularly in early language and reading), reduced learning time through absence, and increased social, emotional and mental health needs.

Our key principles are:

- *Equity, not equality – resources are targeted where need is greatest.*
- *Early identification and intervention to prevent underachievement becoming entrenched.*
- *Evidence-based decision-making, drawing on IDSR analysis, EEF guidance and internal school data.*
- *Whole-child development, recognising that academic progress is inseparable from wellbeing, attendance and behaviour.*
- *Rigorous monitoring and evaluation, ensuring that spending leads to measurable improvements in outcomes for disadvantaged pupils.*

Through this approach, we aim to ensure that disadvantage is not a barrier to success and that all pupils at All Saints are enabled to flourish academically, socially and emotionally.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment gaps in reading and writing and mathematics at Key Stage 2.</p> <p>IDSR data shows that, over the latest three-year average, disadvantaged pupils achieving the expected standard in reading, writing and maths remain significantly below national non-disadvantaged pupils. This indicates that disadvantaged pupils require sustained, targeted support alongside consistently high-quality teaching to close gaps over time.</p>
2	<p>Early reading fluency and phonics development not yet fully secure for some disadvantaged pupils. IDSR reading data shows that disadvantaged pupils' attainment in reading is significantly below national non-disadvantaged outcomes. This suggests that some pupils require additional support in early phonics, fluency and language development to ensure strong foundations for later reading comprehension.</p>
3	<p>Lower attendance and higher levels of persistent absence among disadvantaged pupils. IDSR attendance data indicates that disadvantaged pupils are more likely to be persistently absent than their peers. Reduced attendance limits access to classroom learning, interrupts curriculum continuity and contributes to slower academic progress over time.</p>
4	<p>Gaps in mathematical fluency and reasoning for some disadvantaged pupils. IDSR maths outcomes show that disadvantaged pupils achieving the expected standard in maths are below national non-disadvantaged pupils. This indicates a need to strengthen number fluency, mathematical language and reasoning skills through high-quality teaching and targeted intervention</p>
5.	<p>Social, emotional and mental health needs impacting engagement and readiness to learn. School-level pastoral data, supported by IDSR contextual information, indicates that some disadvantaged pupils experience emotional regulation, confidence or wellbeing challenges. These factors can affect behaviour, attendance and sustained engagement with learning, and therefore require proactive pastoral and wellbeing support alongside academic provision.</p>
6.	<p>Lower cohort stability than national averages. IDSR contextual information reflects ongoing pupil movement, with some pupils joining the school outside standard admission points or at different stages of their education. In addition, a number of pupils are new to English or the UK education system. While the school has effective induction and inclusive practices, this mobility can result in varied starting points, gaps in prior curriculum coverage and additional language acquisition needs. These factors can affect continuity of learning and pace of progress, particularly</p>

	for disadvantaged pupils, and therefore require flexible curriculum adaptation, targeted language support and strong pastoral integration.
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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
Disadvantaged pupils benefit from consistently high-quality teaching regardless of starting point or point of entry	Lesson observations and work scrutiny show strong modelling, clear explanations and appropriate scaffolding for disadvantaged pupils, including those who join mid-year
Reading attainment gaps narrow for disadvantaged pupils, including new arrivals and pupils with EAL	Increased % of disadvantaged pupils (including mobile and EAL learners) meeting phonics and reading expectations; accelerated progress for pupils joining below age-related expectations
Improved maths outcomes for disadvantaged pupils	Increasing proportion of disadvantaged pupils achieve age-related expectations in maths; gaps narrow year on year
Improved attendance and engagement for disadvantaged pupils	Attendance of disadvantaged pupils improves and persistent absence reduces, including for pupils joining the school mid-year
Improved literacy across the curriculum	Disadvantaged pupils confidently use subject-specific vocabulary in talk and writing
Improved wellbeing and readiness to learn	Reduced behaviour incidents; improved pupil voice and confidence, particularly for disadvantaged pupils experiencing mobility or language transition

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: £ 90 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD and coaching focused on high-quality explanation, modelling and adaptive teaching</p> <p>Pupil premium funding supports the school's drive for consistently high-quality teaching through:</p> <ul style="list-style-type: none"> ▪ CPD using WalkThru strategies (Explaining & Modelling) ▪ Coaching cycles focused on adaptive teaching ▪ Curriculum refinement to strengthen sequencing and vocabulary ▪ Embedding disciplinary literacy across subjects using explicit vocabulary instruction 	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p> <p>EEF Education Evidence Guidance Reports Effective Professional Development</p>	1, 2, 4, 6
<p>Curriculum sequencing and assessment refinement to support pupils joining at different points</p> <p>Disadvantaged pupils receive:</p>	<p>EEF: Responsive teaching supports pupils with varied starting points</p>	1, 6

<ul style="list-style-type: none"> ▪ Daily phonics and fluency interventions (RWI) ▪ Small-group maths interventions focused on fluency and reasoning ▪ Pre-teaching and same-day interventions to prevent gaps widening 		
<p>Subscription to Read Write Inc (RWI) online training portal to allow for model lessons to be viewed and help embed consistently good practice</p> <p>Purchase RWI development support and Leadership training to enhance monitoring analysis</p> <p>RWI refresher CPD for existing staff and full training for new colleagues.</p> <p>Use phonics videos for parents to access at home and allow time for additional practise, where pupils require it</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>1, 2</p>
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</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>1, 2, 4</p>

	<p><i>‘...the best of standardised tests can offer increased objectivity, validity and reliability.’</i></p> <p>EEF Assessing and Monitoring Pupil progress, 2016</p>	
<p>Develop a culture where a love of reading is at the centre of the curriculum:</p> <p>Carry out reading surveys across the school to ascertain attitudes towards reading</p> <p>Implement strategies that promote a love of reading</p> <p>Clarify expectations on reading corners in classrooms where the quality of the books is the most important consideration</p> <p>Engage school council to conduct questionnaire to identify favourite authors/ titles/ genres in order to inform new book purchases</p> <p>Each class to be given a bespoke selection of classic, core books ...</p> <p>‘Books to read before you are... 7..8..9 etc..</p>	<p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment.</p> <p>DfE Research evidence on reading for pleasure (2012)</p>	1, 2
<p>Deployment of existing inclusion staff to run small groups and one to one intervention on specific targets, including EAL and language intervention.</p>	<p>Individualised instruction – EEF toolkit</p> <p>Teaching assistant interventions – EEF toolkit</p> <p>Oral language intervention – EEF toolkit</p>	1,2,4, 6

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

Budgeted cost: £ 20 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase Reading Plus programme	<p>Reading Plus efficacy study in partnership with Derby research school</p> <p>Summary of conclusions:</p> <p>a) Disadvantaged pupils (pupil premium) made more significant reading gains than non-disadvantaged pupils who did not use the programme.</p> <p>b) Pupil premium children in the Reading Plus schools achieved on average:</p> <ul style="list-style-type: none"> • Triple the progress of pupil premium children who didn't use Reading Plus in the first term of use. • 68% increase in test scores from their first to the last test. <p>A rise of eight marks on scaled scores.</p>	1, 2
Purchase Third Space learning maths intervention (DfE approved)	EEF: Small-group tuition can add +4 months progress	1, 4

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

Budgeted cost: £ 55 135

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised after school clubs	<p>Extending school time</p> <p>£££</p> <p>Evidence base: **</p> <p>Average impact: +3</p>	3,5,6
Subsidised residential visit for year 6 pupils	A study by the University of Reading found that outdoor residential experiences significantly boosted students' confidence and had a statistically significant positive effect on their examination results.	5, 6

	<i>Making gains: the impact of outdoor residential experiences on students' examination grades and self-efficacy, 2016</i>	
A staff member will be trained to deliver ELSA and the program will be rolled out across the school for children identified through the school's referral system.	Social and Emotional Learning: Cost: £££ Evidence base: **** Average impact: +4months Social and emotional learning – EEF toolkit Meta cognition and self-regulation – EEF toolkit	3, 5, 6
Breakfast and holiday clubs	By offering before/ after school clubs, enables the school to broaden its contact with certain families. We can ensure that these pupils have a calm and appropriate start to the day, which supports their readiness for learning. Holiday clubs allow the school to offer working families support in school holidays and further build the links between the school and its families.	3, 5, 6
Funding is used to: Support attendance monitoring and family engagement Provide pastoral and emotional wellbeing support Ensure access to enrichment and curriculum experiences	DfE report: link between attendance and attainment at KS2 and KS4 - March 2016 ... <i>in general, the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2.</i> The accompanying text says: ... <i>pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10- 15 per cent of all sessions</i>	3, 5, 6
Contingency fund for acute issues.	In the last three years, All Saints have received in year applications from a significant number of refugee families without recourse to public funds. The contingency fund represents a fraction of the costs required to provide EAL training for staff; targeted English lessons for pupils and parents; tailored resources and emotional coaching to families who have experienced trauma.	1 - 6

	Based on our experiences and those of similar schools, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	
<p>Specialist play therapist appointed to deliver 1:1 counselling sessions for target pupils</p> <p>Increased Educational psychologist time allocation to support the school's dialogic activities and implementation of strategies that support disadvantaged pupils' social and emotional health (50% of PP on the SEND register have additional SEL needs)</p>	<p>Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores...</p> <p>Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months)</p> <p>EEF Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning </p>	3, 5
Music therapy through drumming sessions	<p>Music Therapy in Mainstream Schools</p> <p>A systematic review published in 2024 examined the application of music therapy with children and adolescents in mainstream schools. The review identified 60 relevant papers, including 12 outcome studies, suggesting that music therapy is an effective intervention for addressing the emotional and social well-being needs of children in these settings. The authors highlighted the necessity for further research to solidify these findings.</p> <p>Catherine Carr, 2008</p>	3, 5

Total budgeted cost: £ 165, 135

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Review of the 2024–25 academic year shows that the school's pupil premium strategy had a positive impact on teaching consistency, curriculum access and pupil engagement, while attainment gaps for disadvantaged pupils remain a priority, particularly at Key Stage 2.

Monitoring evidence from lesson visits, book scrutiny and planning reviews indicates that cognitive science principles became more consistently embedded across the curriculum, including structured lesson sequences, explicit vocabulary instruction and regular retrieval opportunities. This has supported improved engagement and retention for disadvantaged pupils, particularly those who have attended the school for a sustained period.

Targeted investment in reading provision, including Read Write Inc. training, diagnostic assessments and reading-for-pleasure strategies, strengthened early reading practice and staff confidence. However, the latest IDSR confirms that KS2 reading outcomes for disadvantaged pupils remain significantly below national non-disadvantaged averages, reflecting the combined impact of historically lower starting points, gaps in early language development and high pupil mobility. Similar patterns are evident in mathematics, where outcomes at the expected standard remain below national figures despite improved classroom practice and increased focus on fluency and reasoning.

Attendance remained a significant barrier to progress for disadvantaged pupils during the year. While pastoral and Early Help strategies supported individual families effectively, IDSR data shows that attendance for disadvantaged pupils was below national expectations and that persistent absence remained higher than average, limiting continuity of learning for some pupils.

The school's context continues to influence outcomes. Last year's strategy identified high levels of pupil mobility, with in-year admissions frequently involving pupils who are disadvantaged, have English as an Additional Language (EAL), or have additional needs. IDSR stability data confirms that pupil turnover remains well below national averages, meaning that a proportion of disadvantaged pupils joined the school mid-phase, often with interrupted prior learning. While inclusive induction, EAL support and pastoral provision supported integration and wellbeing, this mobility has affected overall

attainment measures and reinforces the need for sustained focus on curriculum adaptation and rapid assessment.

Overall, the school is partially on track to achieve the intended outcomes of the previous strategy. Teaching quality, reading culture, enrichment provision and wellbeing support strengthened during the year, while attendance, KS2 attainment and the impact of mobility and EAL remain key priorities. These findings have directly informed the current strategy, ensuring a sharper focus on early reading, mathematical fluency, disciplinary literacy, attendance and support for mobile and newly arrived pupils.

Externally provided programmes

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

Programme	Provider
Reading Plus – Adaptive literacy programme	Dreambox

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 or recovery premium funding.