

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	All Saints' C of E VC Primary School
Number of pupils in school	316
Proportion (%) of pupil premium eligible pupils	24.7%
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	July 2026
Statement authorised by	Mr Philip Brown
Pupil premium lead	Mr Philip Brown
Governor / Trustee lead	Mrs Emma Austin / Mrs Amy Bridges

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,690
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	£128,690

Part A: Pupil premium strategy plan

Statement of intent

At All Saints' C of E Primary we have high aspirations and ambitions for all our children, regardless of their socio-economic background and the challenges they face.

Our vision, "Our welcoming Christian school is a special place. Children are nurtured to become aspirational and responsible individuals, seizing all opportunities to use their God-given talents and abilities to make a positive contribution to the school, our local community and the wider world", runs through every aspect of our school and every decision we make, including how we plan to support our disadvantaged children which is outlined in the strategy below.

Our school curriculum very much highlights our belief that children should leave our school as resilient, compassionate, inspired and ambitious individuals who understand the contribution they can make and already make to their communities. Ensuring that all our children leave with these life skills along with a good foundation across curriculum subjects, including those children at a disadvantage, is hugely important to us.

With a strong research base, including the research of Marc Rowland, Jean Gross CBE and Matt Bromley as well as the work of the Education Endowment Foundation we strongly believe in not judging a child's story by the chapter we walk in on.

We believe that, with high quality teaching, a focus on relationships and belonging, creating agency in our children and closing the vocabulary gap, every child can fulfil their individual academic, social and emotional potential.

Through our whole school approach, teaching staff and the Senior leadership team use their strong relationships with, and knowledge of, the children, to consider the challenges faced by our disadvantaged children and their needs and our strategy is then built around the identification of need.

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments and observations of children indicate that reading, writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge and key skills and learning.
2	Whilst there is an improving trend in terms of Y1 phonics data with 80% of pupils achieving the expected standard at the end of Y1 by passing the Y1 phonics test, only 60% of pupil premium Y1 pupils in 2024-2025 achieved the expected level to pass the Y1 phonics test.
3	Through observations and discussions, staff identified comprehension and language development as a barrier to reading progress and attainment, particularly for disadvantaged children.
4	Through observations and discussions with pupils and families we have identified some social and emotional issues for many disadvantaged pupils that impact on their learning. Some pupils in receipt of Pupil Premium are not socially and emotionally ready to access learning due to a lack of self-belief, determination and resilience. Some struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve. Some disadvantaged children arrive in school not ready to learn due to higher levels of deprivation and various child protection issues that affect family life. A small but increasing number of pupils struggle to attend school due to anxiety and mental health challenges.
5	Some children in receipt of Pupil Premium have limited life experiences beyond their home and immediate community.
6	EYFS on entry data indicates that disadvantaged children begin school behind their peers in speaking, word reading and number.
7	

	For some pupils in receipt of the Pupil Premium, attendance can affect learning in that it leads to learning gaps and affects consistency for pupils.
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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.

Challenge number	Intended outcome	Success criteria
1	- Disadvantaged children make at least expected progress from their individual starting points across the curriculum. - Improved writing and maths attainment for disadvantaged children.	- All disadvantaged children make expected progress and some make accelerated progress in maths and writing. - The gap in maths and writing attainment between disadvantaged and other pupils is closing
2	Improved Phonics attainment for disadvantaged children.	The gap in phonics attainment between disadvantaged and other pupils is closing and is below the national gap.
3	Improved reading attainment for disadvantaged children and language development.	- All disadvantaged children make expected progress and some make accelerated progress in reading. - The gap in reading attainment between disadvantaged and other pupils is closing and is below the national gap.
4	- Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated. - Well targeted and effective family liaison and pastoral care ensures that our most vulnerable disadvantaged children are fully engaged in all aspects of school life. This may include through the liaison with other extended services.	- Children involved in pastoral interventions make at least expected progress. - The social, emotional and mental health of children will be impacted on positively and will be reflected on through observation and pupil and parental feedback.

5	- Disadvantaged pupils have a breadth of experiences that enable them to contextualise their learning. They will have high aspirations for themselves. - Enrichment activities have a positive impact on wellbeing and opening up life experiences and opportunities for our disadvantaged children. They will be exposed to a wide range of social, cultural and enrichment experiences within and outside of the school day,	- A significant proportion of disadvantaged children achieve the expected standard across the foundation subjects. - A significant proportion of disadvantaged children participate in enrichment activities and a greater proportion of disadvantaged children access extra curricular clubs.
6	Early intervention in EYFS will ensure disadvantaged children remain on track and do not fall behind their peers.	Disadvantaged children in EYFS achieve in line with their non-disadvantaged peers.
7	A proactive approach in support of our attendance policy in which attendance is monitored and effective strategies are adopted to prevent attendance falling to unsatisfactory levels.	The attendance of disadvantaged pupils increases so that it exceeds national levels of attendance.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £29,424

Activity	Evidence that supports this approach	Challenge number(s) addressed
Through the employment of specialist teachers facilitate access for disadvantaged pupils to high quality lessons including those which enhance and enrich their school experience.	High quality teaching - Spending on developing high quality teaching may include investment in professional development and training. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.	1, 3, 4, 6
Continued access to a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. This also includes a systematic spelling programme for KS2. Phonics audit conducted with the Reading Hub to facilitate continued quality first teaching of phonics through the acquisition of resources and training. Use of whole class reading approaches to develop comprehension and language across the school, particularly in disadvantaged children.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading and spelling, particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 6

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

Budgeted cost: £84,457

Activity	Evidence that supports this approach	Challenge number(s) addressed
A range of targeted, structured, academic support can be delivered between 8.30 and 9.00 which does not impact on other curriculum areas. LSA's to deliver this support under the guidance of the class teacher and SENCO.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf Phonics Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olk/teaching-assistant-interventions	1, 2, 3, 6
Intervention in the form of small groups or 1 to 1 support to support pupils with one plans and delivering activity towards their objectives. Interventions will follow a structured approach and will focus on comprehension for reading, spelling, language development, writing and maths.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf Phonics Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olk/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olk/oral-language-interventions	1, 2, 3, 6
Additional 1 to 1 support for specific children in order that they can access the curriculum and receive targeted support tailored to their individual needs.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olk/one-to-one-tuition	1, 2, 3, 4, 6

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

Budgeted cost: £25,733

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral lead, staff, SLT, Headteacher and Deputy Head identify and support families and children and work to alleviate barriers to learning. Well-targeted and effective Pastoral Care ensures that our most vulnerable disadvantaged pupils are fully engaged in all aspects of school life and are better prepared for learning.	https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,3,4, 7
Use of Family Liaison worker as part of the pastoral team to support families where there are safeguarding concerns including liaising with parents to support engagement and supporting the wellbeing of pupils.		7
All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. Disadvantaged children to have the same opportunities as non-disadvantaged children to access clubs which impact on a love of learning, well being and life experiences.	https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf	5
All children in school to be given opportunities to participate in activities which enhance and broaden the curriculum and their learning experiences. Disadvantaged children to have the same opportunities as non-disadvantaged children to access trips/residential which impact on a love of learning, well being, life skills and life	https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	5

experiences.		
All children in school to be given opportunities to participate in activities which enhance and broaden the curriculum. Disadvantaged children to have access to a quality music education and the opportunity to learn an instrument in school.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1,4,5

Total budgeted cost: £139,614 (an overspend of £10,924)

Further Strategies

The school is committed to closing the disadvantaged gap and through the work of Jean Gross MBE we have identified our general practice which delivers on the strategies she identifies in her book 'Reaching the Unseen Children: Practical Strategies for closing stubborn attainment gaps in disadvantaged groups'.

She quotes Marc Rowland in her conclusion in which he says 'It's a thousand little moments that lead to great attainment for disadvantaged pupils rather than those big, shiny interventions'.

The table below then captures the school practice which delivers on the areas Jean Gross evidences through the EEF as making the biggest differences.

Strategy	Practice that supports this
Build Relationships	• Talk to your pupils on an individual level, show interest in them, listen to them and know about their 'stuff'. • Be open with your children and give them your time. • Be willing to share some of you with your pupils. • Smile • Be a familiar, predictable and consistent adult in their life.
Develop Oracy	• Give pupils access to regular story reading and story telling. • Engage in drama activity • Build talk time into lessons • Introduce important and engaging vocabulary. • Deliver Drawing club in EYFS • Have an imaginative means to register in EYFS that encourages speaking in sentences. • Engage in show and tell activity • Use sentence stems to support the acquisition of quality speaking.
Collaborative Learning	• Engage children in group work which takes into account, the size of the group, a range of oracy levels and natural friendship groups.

	• Daily reading groups in EYFS / KS1 • Opportunities in Maths sessions to explore challenge through partner work and use of manipulatives. • Continuous provision in EYFS
Self Efficacy	• Encouragement of the development of a growth mindset. • Refer to the '6 Ups' - Show up, Speak up, Team up, Look up, Lift others up, Never Give up • Create a sense of belonging through the House system • Model that making mistakes helps us to grow and improve
Self Regulation	• Introduction and engagement with zones of regulation including through visuals • Moments of stillness - spirituality and meditation • PHSE lessons and activity which support this • Collective worship enables a calm 'soft landing' which builds good listening. • Soft landing of a staggered entry to school 8.30-8.45
Building on Prior Experiences and making learning real	• The Shine curriculum focuses on memorable experiences, hooks into topics, visuals that engage • School trips that build cultural capital and experiences for pupils • Immersive IT experiences that take you beyond the classroom
Metacognition	• Remove the cognitive overload for pupils • Enable routines that support learning • Engage in overlearning through repetition • Build on concrete experiences
Effective Feedback	• Immediate verbal feedback continues to be the most effective form of feedback.

Supporting children entitled to Pupil Premium Funding is therefore not just about the spending of money but a whole school culture of supporting and challenging all pupils to achieve in 'a thousand little moments'.

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 2025 to 2026 academic year.

The attainment of Pupil premium pupils gives a fluctuating picture. Pupil premium pupils at All Saints attain better than non pupil premium pupils at All Saints in writing and Maths by the end of Year 6, with the reverse being the case in reading.

When considering pupils attaining greater depth standard, Pupil Premium pupils at All Saints outperformed non pupil premium pupils at All Saints in all areas except reading where both groups were broadly in line with one another.

When comparing All Saints pupil premium pupils to all pupils nationally we can see that AS pupil premium pupils are attaining broadly in line with all pupils nationally with the exception of reading which impacts on the combined figure. Of the 6 pupils who did not achieve the expected standard in reading in this group, 4 of them had achieved a standardised score of 98 or 99. Therefore very fine margins between 50% achieving the expected standard and 83% achieving this standard. There is good evidence to show that pupil premium pupils have made good progress over the course of the year.

	Pupil Premium 2026	Non Pupil Premium 2026	All Pupils National 2026
% working at the expected standard or above in reading	50%	76%	75%
% working at the expected standard or above in writing	75%	67%	73%
% working at the expected standard or above in maths	75%	64%	75%
% working at the expected standard or above in reading, writing and maths combined	50%	52%	63%
% working at the greater depth standard in reading	17%	18%	31%
% working at the greater depth standard in writing	17%	9%	13%
% working at the greater depth standard in maths	17%	12%	27%
% working at the greater depth standard in reading, writing and maths combined	8%	3%	9%
% working at the expected standard or above in Grammar, Punctuation and Spelling	67%	82%	74%

% working at the greater depth standard or above in Grammar, Punctuation and Spelling	33%	15%	30%
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Further Data in the school

The percentage of pupils achieving a Good level of development in EYFS in 2025-2026

Pupil Premium 2026	Non Pupil Premium 2026	All Pupils National 2025
67% (4/6)	77%	68%

Therefore pupil premium pupils at All Saints achieve at a similar level to all pupils nationally.

Y1 Phonics

The percentage of pupils passing the KS1 phonics check.

Pupil Premium 2026	Non Pupil Premium 2026	All Pupils National 2025
67% (6/9)	82%	80%

For Pupil Premium Pupils this is an improvement on the 2024-2025 data in which 60% of pupil premium pupils passed the phonics screening check.

Y4 Multiplication Check

Comparing the national mean score in the Multiplication Tables check with pupils at All Saints

Pupil Premium 2026	Non Pupil Premium 2026	All Pupils National 2026
17.4 (significantly affected by 1 pupil unable to access the test)	22.8	21.7