



# Pupil premium strategy statement

To develop this statement, we have used strategies from the Education Endowment Foundation. This has resulted in a plan that impacts positively on the lives of all children in the school.

## School overview

Metric	Data
School name	All Saints Church of England Primary School
Pupils in school	312 in main school
Proportion of disadvantaged pupils	40.0%
Pupil premium allocation this academic year	£194,235
Academic year or years covered by statement	2025/26
Publish date	10 December 2025
Review date	10 December 2026
Statement authorised by	Joanne Strachan
Pupil premium lead	Katie Forghani
Governor lead	Allan Warrington

## KS2 Disadvantaged pupil performance overview for last academic year – summer 2025

Measure	Score
Meeting expected standard at KS2- reading	77%
Meeting expected standard at KS2- writing	80%
Meeting expected standard at KS2- GPAS	76%
Meeting expected standard at KS2- maths	82%
Meeting expected standard at KS2- combined	68%
Achieving high standard at KS2 - combined	9%

### Strategy aims for disadvantaged pupils

Aim	Measure
To reduce the attainment/progress gap between disadvantaged and others in reading across the school	Achieve/ Exceed national average progress and attainment scores for disadvantaged children in reading.
To reduce the attainment/progress gap between disadvantaged and others in writing across the school	Achieve/Exceed national average progress and attainment scores for disadvantaged children in writing.
To reduce the attainment/progress gap between disadvantaged and others in maths across the school	Achieve/Exceed national average progress and attainment scores for disadvantaged children in maths.

### Teaching priorities for current academic year

Aim	Activity
To provide 100% good or better teaching in reading across the school	<ul style="list-style-type: none"> <li>• Prioritise time for reading and comprehension lessons on class timetables</li> <li>• Involve pupils in setting challenging targets for themselves in reading more</li> <li>• Provide staff with training in Accelerated Reader (a stage not age reading programme) and it's diagnostic gap analysis tools.</li> <li>• Provide staff with training in Read, Write, Inc (a stage not age reading programme) and it's gap analysis/ assessment tools</li> <li>• Use an outstanding teacher to model/upskill staff use of AR</li> <li>• Use an outstanding national leader in RWI delivery to team teach alongside all RWI practitioners upskilling their work</li> <li>• Senior leaders to monitor staff impact in the teaching of reading and deploy staff effectively in accordance with pupil/staff development needs</li> <li>• Ensure ECTs/UQT/Schools Direct trainees are mentored/ trained effectively in reading</li> <li>• CPD programme for staff based on Trust Teaching and Learning Principles</li> </ul>
	<ul style="list-style-type: none"> <li>• Prioritise the acquisition of language in all year groups</li> <li>• Provide staff with training on the expectations for the teaching of writing at our school</li> </ul>

<p>To provide 100% good or better teaching in writing across the school</p>	<ul style="list-style-type: none"> <li>• Adapt the curriculum to provide more motivating/engaging opportunities for reluctant writers</li> <li>• Break the writing process down into more manageable sections for children who have low writing stamina</li> <li>• Embed new marking process for writing and provide time for children to make improvements to it</li> <li>• Utilise Artificial Intelligence to support the assessment of writing</li> <li>• Use an outstanding practitioner to model /upskill staff teaching of writing</li> <li>• Design and use stage not age writing resources that lead to individual, personalised improvement and challenge higher ability pupils more</li> <li>• Implementation of grammar and spelling resource across KS1 and 2</li> <li>• Senior leaders to monitor staff impact in the teaching of writing and deploy staff effectively in accordance with pupil/staff development needs</li> <li>• Ensure ECTs/UQT/Schools Direct trainees are mentored/ trained effectively in writing</li> </ul>
<p>To provide 100% good or better teaching in maths across the school</p>	<ul style="list-style-type: none"> <li>• Provide staff with training on the expectations for maths teaching in our school</li> <li>• Increase the pace of maths teaching across the school so that the curriculum is covered effectively before May</li> <li>• Adapt the delivery of fluency in maths to increase engagement via use of digital resources more</li> <li>• Structure maths teaching into small groups across the school so each child receives more support</li> <li>• Provide opportunities for higher ability pupils to receive more challenge via split start lesson delivery</li> <li>• Monitor staff impact in the teaching of maths and deploy staff effectively in accordance with pupil/staff development needs</li> <li>• Ensure ECTs/UQT/Schools Direct trainees are mentored/ trained effectively in maths</li> </ul>
<p>Barriers to learning that these priorities address</p>	<ul style="list-style-type: none"> <li>• Inconsistent teaching</li> <li>• Staff absence</li> </ul>
<p>Projected spending</p>	<ul style="list-style-type: none"> <li>• AR platform access- £3,500</li> <li>• AR library books - £1,000</li> <li>• RWI trainer support – £3000</li> <li>• Maths digital resources – £2,000</li> <li>• Release time for Reading leader-£3000</li> <li>• ECT/schools Direct training support programme- £3,450</li> <li>• ECT/ Schools Direct additional release time - £5,700</li> <li>• Grammar and Spelling programme and resources - £900</li> <li>• Release time for Writing leader- £3000</li> <li>• Release time for Maths leader – £3000</li> </ul>
<p>Total</p>	<ul style="list-style-type: none"> <li>• £28,550</li> </ul>

## Targeted academic support for current academic year

Aim	Activity
<p>To accelerate the progress/attainment of all disadvantaged children across the school</p>	<ul style="list-style-type: none"> <li>• All Staff to access training on inclusive practices</li> <li>• Senior leaders to audit staff awareness of inclusion strategies</li> <li>• Train all staff in school inclusive practices and how to 'check in with'/ support disadvantaged children within every class lesson</li> <li>• Implement Total Communication across school to assist children in developing their ability to communicate with others</li> <li>• Implement Makaton across EY to support identified children engage with others and access their learning</li> <li>• Implement assessments to allow for early intervention for children who would benefit from SpLang support</li> <li>• Senior leaders to monitor staff inclusion work and provide developmental feedback to individual practitioners as necessary</li> <li>• Employ SENCO to increase capacity for strategic support for identified disadvantaged children</li> <li>• Employ TA to implement interventions for disadvantaged groups</li> </ul>
<p>To accelerate the progress/attainment of identified disadvantaged children in phonics</p>	<ul style="list-style-type: none"> <li>• Senior leaders to gap analyse termly phonics assessments to identify children for intervention</li> <li>• Train support staff in how to deliver high quality 1:1 phonics tutoring</li> <li>• Train new staff in RWinc</li> <li>• Increase number of support staff hrs so they have the capacity to deliver phonics interventions every afternoon</li> <li>• Senior leaders to monitor the impact of phonics tuition and redeploy personnel to best meet children's needs</li> <li>• Use external advisor to provide coaching 3 times a year</li> </ul>

<p>To accelerate the progress/attainment of identified disadvantaged children in reading, writing and maths</p>	<ul style="list-style-type: none"> <li>• Class teachers to gap analyse termly teacher assessments to identify children for intervention in each subject area</li> <li>• Pupil progress meetings to be held termly to identify focus children to make accelerated progress the following term and changes to the timetable/curriculum</li> <li>• Milestone document to strategically review Y6 performance across the year</li> <li>• Train support staff in how to deliver high quality intervention work in reading, writing and maths</li> <li>• Increase number of support staff hrs so they can deliver interventions to disadvantaged children every afternoon</li> <li>• Train new staff in school systems for teaching RWM to ensure high quality teaching</li> <li>• Senior leaders to monitor the impact of intervention work in reading, writing and maths then redeploy personnel to best meet children's needs</li> <li>• Purchase high-quality low level reading age, high interest texts</li> </ul>
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<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> <li>• Staff absence</li> <li>• Mobility and children new to country</li> </ul>
<p>Projected spending</p>	<ul style="list-style-type: none"> <li>• Release time for senior leaders –£10,000</li> <li>• Online phonics training support-£2,500</li> <li>• Increase number of support staff hrs – £16,000</li> <li>• Increasing number of teachers - £35,000</li> <li>• UKS2 TA - £15,655</li> <li>• Training of staff in identified areas of need - £4000</li> <li>• Staff trained and roll out Makaton -£ 1000</li> <li>• Resourcing Total Communication - £800</li> <li>• SpLang assessment - £10,070</li> <li>• Resource high-quality low reading level, high interest books - £700</li> </ul>
<p>Total</p>	<ul style="list-style-type: none"> <li>• £95,725</li> </ul>

**Wider strategies for current academic year**

Aim	Activity
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<p>To remove social/emotional barriers to learning for identified children</p>	<ul style="list-style-type: none"> <li>• Provide identified children with time to learn in our alternative provision classroom with higher adult ratio interaction work taking place on specific targets either 1:1 or within small pupil groups</li> <li>• To employ a nurture practitioner to support the children identified to learn in our alternative provision classroom and provide specific intervention with identified children across the school</li> <li>• Provide identified children with a range of specific therapy work from trained staff internal and external to the school</li> <li>• Provide identified children with ELSA sessions from trained staff internal to the school</li> <li>• Provide identified children with NELFT support e.g. brain buddies from externally trained NELFT facilitators</li> <li>• Access to professional services to support additional needs i.e. educational psychologist</li> <li>• Look to provide wrap around care through the installation of an outside classroom fully furnished</li> <li>• Lunch time club for targeted pupils to support emotional- wellbeing and improve behaviour</li> <li>• Provide parents with learning passports and workshops on key aspects of their children's learning</li> <li>• Resourcing 'The Hive' to aid removal of SEMH barriers</li> </ul>
<p>To improve the safety/wellbeing circumstances of home situations for identified children</p>	<ul style="list-style-type: none"> <li>• Increase the Pupil and Family Support worker's hrs to provide more support for identified families</li> <li>• Increase staff on the Pupil Support Team to extend support available</li> <li>• Run Triple P Parenting workshops across the year with identified families</li> <li>• Apply for and mentor a resident student social worker to assist identified families with specific situations that impact on pupil safety/wellbeing</li> </ul>
	<ul style="list-style-type: none"> <li>• Run parent and child 'physical wellbeing' classes</li> <li>• Run parent and child 'feed your family on a budget' classes</li> </ul>
<p>To improve attendance rates for identified children</p>	<ul style="list-style-type: none"> <li>• Attendance office to work closely with Local authority AOs</li> <li>• Strategies to be implemented from N1 to Year 6</li> <li>• The Pupil and Family Support Worker and Attendance Officer to meet with identified parents, identify barriers to attendance and work together with families to reduce them</li> <li>• Incentives for children to attend school 100%</li> </ul>

<p>To improve cultural capital for identified children</p>	<ul style="list-style-type: none"> <li>• Provide children with a curriculum that is engaging, creative, broad and balanced and designed to meet all pupils needs</li> <li>• Design opportunities for the children to celebrate diversity throughout the school year</li> <li>• Provide greater enrichment opportunities for identified children eg pay for school tips, residentials, school workshops, music tuition, before and after school clubs, inspirational visitors etc</li> <li>• Provide homework club for identified children until 4pm</li> <li>• Assemblies and visits exposing children to a variety of cultures and religions</li> </ul>
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> <li>• Impact of current economic climate and high level of deprivation in the local area on pupil wellbeing and on family well-being</li> <li>• Increase in mobility and children arriving new to country</li> </ul>
<p>Projected spending</p>	<ul style="list-style-type: none"> <li>• Expanding Pupil Family Support Team - £16,000</li> <li>• ELSA practitioners and resources £2,000</li> <li>• Employ nurture practitioner £22,000</li> <li>• Increasing office manager hrs- £4,000</li> <li>• Bespoke curriculum –£2,500</li> <li>• Cost of running Triple P - £1,200</li> <li>• Cost of enrichment activities for identified children - £10,000</li> <li>• Increase staff member's hours to run homework club - £2,000</li> <li>• Parent and child physical wellbeing classes - £1,500</li> <li>• Professional services to support additional needs - £5,000</li> <li>• Wrap around care staffing - £14,000</li> <li>• Wrap around care resources - £ 1000</li> <li>• RWM passports and workshops – £2,500</li> <li>• Parent forum - £1000</li> <li>• Lunchtime club resources- £1000</li> </ul>
<p>Total</p>	<ul style="list-style-type: none"> <li>• 99,700</li> </ul>
<p>Total Projected Spend</p>	<ul style="list-style-type: none"> <li>• 223,975</li> </ul>
<p>Pupil Premium Allocation</p>	<ul style="list-style-type: none"> <li>• 194,235</li> </ul>
<p>Funding from School Budget</p>	<ul style="list-style-type: none"> <li>• 29,740</li> </ul>

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Finding enough time for staff professional development	Use of INSET days and additional staff meeting times Use of PINS project to train staff in supporting neurodiverse children, positive behaviour strategies, thrive to 5, SEMH strategies
Targeted support	Staff attendance levels need to be high to free up adults for targeted intervention work	Staff wellbeing week introduced, PPA timetable adjusted to allow more effective time and working from home Employ a further 2 TAs
Wider strategies	Families must engage with school staff and with school values in order to improve the learning/ well- being of their children	Host external services coffee mornings inviting parents Host more parent workshops informing parents of key assessments taking place, how they can help their children with their learning Hold parent forum meetings 1 each term to strengthen parent school relationships and strategic working

## Review: summer 2025

Aims	Outcome
<p><b>Teaching Priorities:</b> To provide 100% good or better teaching in reading, writing and maths to all children across the school</p>	<ul style="list-style-type: none"> <li>Teaching at the end of the year was judged to be 100% good or better than good:</li> <li>Well above national in FS GLD</li> <li>In line with national in Y1 phonics</li> <li>MTC attainment significantly higher than National Standard</li> <li>KS2 maths higher than National</li> </ul>
<p><b>Targeted academic support:</b> To accelerate the progress/attainment of all disadvantaged children across the school</p>	<ul style="list-style-type: none"> <li>80% of EAL chn achieved GLD</li> <li>87% EAL children passed Y1 PSC</li> <li>The gap between PP and non is continuing to close and is now a gap of 10% at EYFS</li> <li>20% at KS2 in Reading and Maths</li> </ul> <p><b>Wider strategies:</b></p> <ul style="list-style-type: none"> <li>Social/emotional barriers to learning for identified children were removed</li> <li>The safety/wellbeing circumstances of home situations for identified children were improved</li> </ul>
<p><b>Wider Strategies:</b> To remove social/emotional barriers to learning for identified children To improve the safety/wellbeing circumstances of home situations for identified children To improve attendance rates for identified children</p>	<ul style="list-style-type: none"> <li>Social/emotional barriers to learning have been reduced for identified children who have been able to work in our alternative provision class setting throughout the year, where they have learnt self-regulation and interaction skills enabling them to be taught in mainstream classes as much as possible and make good academic and emotional progress.</li> </ul>

<p>To improve cultural capital for identified children</p>	<ul style="list-style-type: none"> <li>• Implementation of ELSA has had a positive effect on many children's emotional regulation</li> <li>• The safety/ wellbeing of identified children has been improved due to the expansion and work of the pupil support team</li> <li>• Attendance rates for identified children have improved this year. PP attendance (94.6%) is in line with non-PP attendance (93.2%) which is above national.</li> <li>• The cultural capital for identified children has been improved year: Events in the school calendar such as cultural Chinese New Year celebration, cultural heritage and the end of year Cultural Carnival have enabled all pupils to celebrate diversity. Funding pupil attendance at residential, breakfast club, school trip, music lessons and tuition sessions has improved cultural capital and feelings of inclusion for identified pupils.</li> <li>• Development of the Wellbeing Wednesdays club, an expansion of 'swap shop' providing a safe space for parents to come meet and talk</li> </ul>
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