



All Saints Church Pupil premium strategy statement 2025-26

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantage 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 had on the outcomes for disadvantaged pupils in our school.

Our funding allocation will focus on three core areas:

- Teaching.
- Targeted academic support.
- Wider strategies.



Our approaches will be monitored and reviewed to analyse the impact on outcomes for our disadvantaged pupils.

School overview

Detail	Data
Total number of pupils in school	195
Proportion of disadvantaged pupils	17% (34 pupils)
Proportion of disadvantaged pupils who have SEND	3% (6 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2026, 2026-2027 and 2027-2028
Publish date	31.12.2025
Review date	September 2026
Statement authorised by	TLC- Sarah Foy
Pupil Premium lead	Josephine Walmsley
Governor lead	Michelle Coombe

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,835.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£31,835.00

Part A: Pupil Premium Strategy Plan

- **Statement of Intent – Over 3 Years**

Jesus says ‘All things are possible when you believe’.

All staff and governors are fully committed to meeting the needs of each and every child irrespective of their background. We have high aspirations and ambitions for all our children and believe that everyone should be included. At All Saints we fully accept responsibility for meeting the needs of socially disadvantaged children within our caring Christian community. All of our children are valued and respected and we constantly seek to ‘help children flourish to become the best versions of themselves’. Our key objective in using the Pupil Premium grant is to narrow the gap between children who are in receipt of Pupil Premium and those who are not. Through our quality first teaching and targeted interventions, all staff are working towards eliminating barriers to learning for children who are in receipt of Pupil Premium. The challenges that face these children are many and varied and at All Saints we focus on the individual needs and aspirations of each child. We ascertain the family circumstances in order that we can support children with, for example, poor punctuality and attendance, lack of support with reading or homework in general, or specific issues with regards to behaviour, poor attitudes to learning or involvement in extra-curricular activities.

Background information

The Pupil Premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential. The Government has used pupils entitled to free school meals (FSM), children looked after and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period. At All Saints we will be using the indicator of those eligible for Pupil Premium as well as identified vulnerable groups as our target children to ‘close the gap’ regarding attainment.

2. Challenges

This details the key challenges to achievement that you have identified among your disadvantaged pupils.

Challenge	Detail of challenge
1	Possible low self esteem
2	Attendance
3	Limited access to technology and gaps in learning
4	Oral Literacy for Early Years

3. Intended Outcomes

This explains the outcomes you are aiming for **by the end of our current strategy plan**, and how you will measure whether they have been achieved.

Intended outcome	Success criteria
1. Children feel confident, happy to learn to enable them to be successful in the classroom.	All PP children to have access to nurture group or ELSA support (as appropriate), Dandelions group (pupils in receipt of the Service Premium). Enter and Exit questionnaire (for parents/teachers and children from support provided form ELSA sessions). Pupil voice.
2. Increased attendance in school by offering support to our PP families	Sustained good to outstanding attendance for PP children. Measured/Monitored by KS and attendance meetings. Support with wrap around care and bus access.
3. Children to be on track for prior attainment. First class quality teaching and recovery plans.	Increased percentage of PP children achieving targets and over time increased number of PP children achieving GD. Formative and Summative Assessment showing improvement. Teachers improving first class quality teaching through StepLab coaching. IXL access to close gaps in learning- tailored to the child's needs- data monitored by JW.
4. Improve communication, oral language and vocabulary for disadvantaged pupils.	Teacher assessment of pupils' oral language demonstrates a reduction in the attainment gap between disadvantaged pupils and their peers in school. This is within a context of high attainment for all.

- **Planned Activity in the academic year 2025-2026**

Teaching (for example, CPD, recruitment and retention)

Budgeted Cost: £ 21,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching teachers with the use of StepLab	Teaching will be judged as good or better to aid success with outcomes. StepLab to be used as a tracking tool, as well as creating bespoke CPD delivery for all teachers. The Research Schools Network states that evidence shows teacher CPD can have a strong impact on pupil outcomes and that these gains have been shown to be even greater for children from disadvantaged backgrounds (William and Timperley et al, 2016).	3
High quality first teaching across the school as EEF evidence indicates this has the biggest impact of child's learning 1.1 CPD: CPD for Teachers. CPD for Teaching Assistants.	Teaching will be judged as good or better to aid success with outcomes. Teachers are confident in subject knowledge, up to date with current pedagogical skills and focused on quality first delivery. To ensure staff delivering learning are trained effectively with the necessary pedagogical skills and content knowledge to enable quality first teaching. Teachers and Teaching assistants to be given CPD on intervention programmes such as Read, Write Inc. Recovery Programme. SENDCo to proactively seek new, effective interventions and train support staff, enabling delivery for all pupils. Termly PPMs to discuss children who are not on track with prior attainment. The Research Schools Network states that evidence shows teacher CPD can have a strong impact on pupil outcomes and that these gains have been shown to be even greater for children from disadvantaged backgrounds (William and Timperley et al, 2016).	3
Children to be exposed to a rich and varied vocabulary within lessons and in the classroom environment so that they are able to develop their own vocabulary 'Word of	'Language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment.'	4

the Day' boards across Key Stage 2		
Drawing club and Curious Quests	Drawing club running in EYFS and Curious Quests being introduced in Year 1 to develop oracy.	4

Targeted Academic Support (for example, tutoring, one to one support, structured interventions)

Budgeted Cost: £ 9,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
IXL intervention programme	EEF research reports small group tuition +4 months. Feedback +8 months. Reading Comprehension +6 months. Oral Language Intervention +5 months. Phonics +4 months. The EEF reports high quality teaching should reduce the need for extra support, but it is likely that some children will require high quality, structured, targeted interventions to make progress. Children requiring such intervention will be identified through the SENDCo's review of provision. Use targeted interventions aligned with curriculum objectives (e.g. vocabulary instruction, subject-specific tutoring). (EEF Teaching and Learning Toolkit) - Implement structured catch-up programmes in core subjects for pupils who have fallen behind. (DfE – Literacy and Numeracy Catchup Strategies) - Monitor progress through regular assessment and adjust support accordingly. (DfE Curriculum and Assessment Review)	3
Upskilling of TAs in EYFS	Deploy skilled teaching assistants to deliver targeted support, consider pre-teaching and recap for key pupils using teachers/highly skilled TA's. (EEF Making the Best Use of Teaching Assistants)	4
Small group and 1:1 reading afternoons	Time to listen to stories, share stories with adults, read and discuss books with adults. Reading intervention with IXL.	3&4

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

Budgeted Cost: £ 1,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA	Support pupils' social, emotional, and mental health through pastoral care, mentoring, and wellbeing initiatives. E.g. ELSA, Thrive, Forest School (DFE Education for Wellbeing Programme Findings (2025))	1
Forest School for Dandelions	Support pupils' social, emotional, and mental health through pastoral care, mentoring, and wellbeing initiatives. E.g. ELSA, Thrive, Forest School (DFE Education for Wellbeing Programme Findings (2025))	1, 4
Attendance meetings. Office staff to monitor attendance of pupil premium children in comparison to non-PP children- If any individual attendance concerns arise PP lead meets with parents to discuss. Breakfast club to be subsidised for PP children who have lower than average attendance to ensure children are in school regularly and on time. Monitoring with County.	Improve attendance and punctuality through early intervention and family support. Ensure fidelity to Trust Attendance Strategy (DFE Working Together to Improve School Attendance 2024) Strengthen home-school communication to build trust and reinforce learning beyond the classroom. Ensure newsletters and all communication is accessible to parents. Use AI tools to support this and consider using text messages as a way to communicate key messages (Arbor) (DFE Improving the Home Learning Environment 2018)	2

Total budgeted cost: £ 31,835

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

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

To support you with Part B you could complete this table or paste in relevant sections of the Mime Report.

Assessment 2024/25	Disadvantaged pupils (School) %	Non-Disadvantaged pupils (School) %	Disadvantaged Pupils (National) %	Non-Disadvantaged Pupils (National) %
EYFS Profile GLD	100%	79%	51.5*	72*
Year 1 PSC	100%	100%	68.3*	83*
MTC (% 25/25)	100%	97%	21*	33*
KS2 RWM EXS+	75%	75%	47	69
KS2 R EXS+	75%	86%	63	81
KS2 W EXS+	75%	86%	50	78
KS2 M EXS+	75%	75%	61	80
KS2 RWM GDS	0%	19%	4	11
KS2 R GDS	17%	41%	31	39
KS2 W GDS	17%	44%	7	16
KS2 M GDS	17%	34%	15	32
Attendance	95.24%	95.5%	92.1	95.5
Persistent Absence	8.57%	6.83%	26.6	10.3
Suspensions (total number of sessions for 24/25)	0	0		

*23/24 data (24/25 not yet released by DfE)

- **Commentary/Analysis**

Progress was strong in all areas.

Provision provided in 2024/2025 has facilitated excellent results in phonics and MTC, where we are **significantly above national average**. We were also significantly above national average for KS2 results, with reading, writing and maths combined being **28% above national average**.

Attendance is above national average for PP children but we will continue to strive for better attendance as we recognise the impact this will have on pupil outcomes.

Utilising the data above, we will focus on PP children being supported to achieve GD at KS2, particularly reading and maths.

- **Review of expenditure 2024/25**

1. Teaching		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<p>EYFS children achieved a higher percentage of GLD for disadvantaged pupils.</p> <p>RE has been reviewed SIAMS (inspection Nov '24) and the school was commended on this being a strength of the school. It needs to continue to be a priority for the school.</p> <p>Ofsted inspection (Nov '24) reviewed early maths and English as well as the wider curriculum and found that learning was well-sequenced and evidenced. The school will continue to build on this.</p> <p>Ofsted pilot (Oct '25) recognised the research based adaptations to pedagogy and staff training.</p>	<p>Continue Dandelions club and opportunities- plans to expand this using Thriving Lives website.</p> <p>CPD for TAs will continue and be further tailored to the needs of TAs and children this year.</p> <p>PPM meetings and SENDCo meetings will continue and support teachers to develop strategies to enhance the provision of PP children.</p>	£19,064
2. Targeted Academic Support		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<p>Word of the day has been enhanced across the school and oracy development in EYFS has been praised by Ofsted pilot (Oct '25).</p> <p>Interventions have supported gap closing for PP, especially successful in Year 6.</p>	<p>Interventions to be enhanced and further personalised with the introduction of IXL.</p> <p>TAs will share their expertise and disseminate their training to others. SENDCo overseeing the training schedule.</p>	£ 4,316
3. Wider Strategies		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost

<p>Attendance for PP children above national average.</p> <p>Office staff to monitor attendance of pupil premium children in comparison to non-PP children</p> <p>Provide funding support for PP children to attend breakfast club</p> <p>Curriculum opportunities – trips, additional learning opportunities, Dandelions Club Forest School hours</p>	<p>Ongoing communication proves successful in supporting attendance for both PP and non-PP families – some very successful cases this year.</p> <p>We will continue to offer this for families to remove potential barriers to attendance</p> <p>Families have spoken positively about this and benefit from this support. We will continue to run this. Pupils engaged positively through this and the after school club will continued to be offered in the next academic year for all pupils</p>	<p>£ 2,000</p>
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Part C: Externally provided programmes

Programme	Provider
PP network meetings	BWMAT
StebLab	
Drawing Club and Curious Quests	

Part D: Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Dandelions monthly club</p> <p>Daily drop-ins with lead teacher</p> <p>Forest School sessions (2 hours per half term)</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Children reported enjoying Forest School sessions.</p> <p>Children had a familiar adult to go to if they required extra support.</p> <p>Children had dedicated time to support each other.</p> <p>Children ran Armed Forces Day activities and Remembrance service.</p>

