All Saints CE Primary School & Nursery

Pupil Premium Strategy Statement

Nurture, Resilience and Achievement for All!

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 CE Primary School
Number of pupils in school (Sept 26)	207
Proportion (%) of pupil premium eligible pupils (Sept 26)	10% (20 pupils)
Academic year/years that our current pupil premium strategy plan covers	2026-29
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Philip Asher
Pupil premium lead	Heather Foster
Governor / Trustee lead	Steve Hammond

Funding overview

Detail – 2026-27	Amount
Pupil premium funding allocation this academic year	£35650
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£35650

Part A: Pupil premium strategy plan

Statement of intent

Nurture, Resilience and Achievement for all!

"I have come that you might have life – life in all its fullness", John 10.10

Love **Kindness** **Resilience** **Understanding**

What are our aims/principals for making spending decisions for this money?

In line with our school aims and values, we want:

- To ensure that all children in receipt of Pupil Premium make accelerated progress so that any gap between their attainment and that of those not in receipt of Pupil Premium is diminishing rapidly.
- To ensure that all pupils have access to an enriched curriculum that provides experiences to enhance progress in academic, social and emotional development.
- To diminish the difference between the attendance of pupils in receipt of premium and non-pupil premium groups.
- To support the wellbeing of pupil premium children so they are better prepared for learning in school and ready to make progress (emotional and physical).

We prioritise the use of the Pupil Premium as follows:

- Pupil Premium pupils who are underachieving.
- Pupil Premium pupils who are achieving well and deserve to be extended and challenged.
- Pupil Premium pupils who are unable to participate in broader curriculum entitlements due to financial or social disadvantage.

Challenges

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

Challenge number	Detail of challenge
1	Assessments indicate that disadvantaged pupils are underachieving academically in core subjects and gaps remain between peers. Pupils struggle with fine motor which impacts academic success across the whole curriculum. Pupils are also more likely to have under-developed language skills with vocabulary gaps. This impacts attainment and curriculum engagement. **2025 to 2026 data**- 26% EXS+ for RWM, 53% EXS+ for reading, 28% EXS+ for Writing, 34% EXS+ for Maths
2	Attendance data shows that attendance for disadvantaged pupils is lower than their peers. This negatively impacts attainment and progress of pupils. **2025 to 2026 attendance data-** PP pupils 89%, non-PP pupils 96%
3	19% of disadvantaged pupils have additional SEND need which is predominantly SEMH and linked to low self-esteem/anxiety or emotional wellbeing. This often

	negatively impacts behaviour, cognition, attendance and engagement in school-based activities for some pupils.
4	Social disadvantage has a detrimental effect on children's learning and self-esteem. Parents are not always engaged in school-based activities and find it more challenging to support their pupils learning at home. The cost of living also continues to cause significant difficulty for some families. This impacts engagement of disadvantaged pupils with wider curriculum enrichment and clubs and often leads to lower aspirations.

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
1. To provide opportunities for pupils to make accelerated progress in Reading, Writing and Mathematics.	• Whole school attainment shows that PP children make strong progress from their baseline starting points • Pupil progress meetings highlight areas of concern that are tackled successfully before children fall further behind peers • Additional support in place for pupils who need it through a series of successful intervention programmes • Work scrutiny shows that PP children are improving in their presentation and take greater pride in their work • Assessments and observations indicate that oral language and vocabulary used by disadvantaged pupils is significantly improved • Increased opportunities for disadvantaged pupils to access home learning activities that are provided in school, resulting in accelerated progress from baselines • Adaptations are firmly in place to support disadvantaged pupils in all curriculum areas- staff receive support in how to do this • Parent workshops take place throughout the year to show teaching techniques to parents to encourage support at home
2. To ensure that attendance of disadvantaged pupils is in line with their peers.	• Attendance for all pupils is above 95% and persistent absence is reduced • Absences are closely monitored by the attendance officer and SLT • Attendance letters to be sent out half termly by attendance officer when pupils fall below 93% and then 90% • Attendance action plans to be put in place to support families achieve better attendance • Parents to be well informed about the impact of attendance on children's academic progress • Regular communication with parents about the attendance figure across the school

3. Pupils to have a positive attitude to school and learning, demonstrating high levels of emotional resilience leading to positive behaviour choices and strong attendance.	• Pupils to have positive attitudes to school and their learning and for this to be reflected in views from pupil and parent view surveys • Pupil voice activities to take place to collect pupils view on attitude to school and learning • School Parliament pupils to capture and present ideas from their peers to help develop the school with a child-centred approach • Observations to show pupils with a greater sense of emotional resilience • Observations to show pupils choosing behaviour choices that reflect our school rules of 'Ready, Respectful, Safe' • Behaviour curriculum to be explicitly taught throughout the school year. Children to continue to show progress through this curriculum at age-appropriate levels • Whole school attainment shows that PP children make excellent progress from their baseline starting points • Attendance for all pupils to be above 95% and persistent absence reduced • High engagement with families when putting on parent support sessions with more parents choosing to attend to support their children at home • Each class to go on at least one school trip a year and continue to plan practical learning activities to engage all pupils • Disadvantaged children to be prioritised for ELSA sessions • Disadvantaged children to be prioritised for Nurture sessions
4. To ensure that no child is disadvantaged when wanting access to the wide range of activities on offer at All Saints.	• Families of PP children offered support for food parcels or vouchers throughout the school year • Increased number of disadvantaged children to attend sports clubs (offered for free/ at a discounted rate) • Increased number of disadvantaged children to take up music lessons (at a subsidised rate) • All children to attend school trips when they are planned (families of PP children are offered subsidised trips, including swimming and residential trips) • Increased opportunities for disadvantaged pupils to access home learning activities that are provided in school, resulting in accelerated progress from baselines • Disadvantaged children to be prioritised for nurture sessions

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, recruitment and retention)

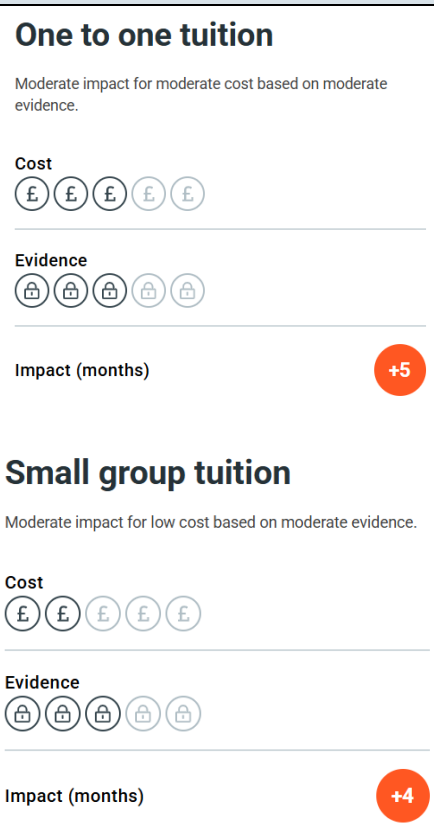
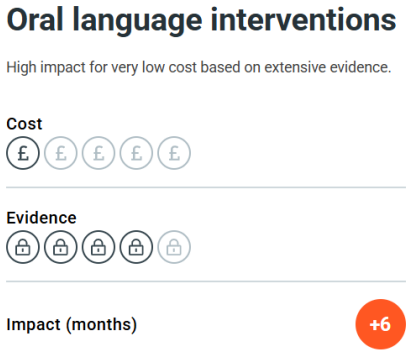
Budgeted cost: £4,580.36

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff (including HLTAs) provided with targeted CPD focusing on improving quality first teaching- • Supporting pupils with SEND • Gross motor/fine motor skills leading to letter formation and handwriting • Adaptative teaching • Climate 180 • Supporting parents	Evidence indicates that high-quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils. 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. Effective Professional Development | EEF	1, 3, 4
Teaching assistants receive regular training (half termly meetings before or afterschool) focusing on supporting quality first teaching in the classroom- • Supporting pupils with SEND • Adaptive teaching	**Teaching Assistant Interventions** Moderate impact for moderate cost based on moderate evidence. Cost Evidence Impact (months) +4	1, 3, 4
Teachers receive termly additional release time to complete tasks that support pupils- • Additional CPD • Subject leadership time • Parent meetings • Pupil Progress meetings with SLT	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. Effective Professional Development | EEF	1, 3

Teaching staff to take part in targeted CPD to be able to use technology effectively to support pupils. • Focus on how to use devices effectively • Use of Apps and software to support retrieval	The impact of Digital Technology on Learning, highlights how the use of technology can help to further pupil progress.	1, 2, 4

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

Budgeted cost: £13,930.03

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one or small group targeted tuition for disadvantaged pupils run by qualified teachers either before or after school		1, 2, 4
Targeted interventions to support language development, literacy and numeracy run by trained LSAs • NELI • Same day Phonics catch up • Twinkl decoders		1, 2, 4

• NHS Speech and language groups • UCAN Maths	**Mastery learning** Moderate impact for very low cost based on limited evidence. Cost Evidence Impact (months) +5 **Phonics** Moderate impact for very low cost based on extensive evidence. Cost Evidence Impact (months) +5	
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND • Smart Moves • Circle of Friends • Write Words • Magic Spells • UCAN Maths • Touch Typing	**Individualised instruction** Moderate impact for very low cost based on limited evidence. Cost Evidence Impact (months) +4	1, 2, 3, 4
Increase resources for EAL children so that they can access the curriculum fully and develop speech and language skills	Information Blog from EEF about EAL resources- English as an additional language (EAL) | EEF	1, 4
Continue to offer Breakfast Club at a discounted rate for PP children	Breakfast clubs are currently being trialled in schools and can provide 2 months of additional progress to frequent attenders.	1, 2, 4

Homework club (Prep club) to be run twice a week after school by qualified teachers for pupils to attend to have help accessing homework activities- • Maths Home Learning book tasks • Access to Google Classroom • Spelling practice • Phonics/ Reading fluency • Times tables Rock Stars Disadvantaged pupils explicitly invited and encouraged to attend	**Homework** Moderate impact for very low cost based on very limited evidence. Cost Evidence Impact (months) +5 **Extending school time** Moderate impact for moderate cost based on moderate evidence. Cost Evidence Impact (months) +3	1, 2, 4
Teachers/SLT to continue to offer Parent Support Workshops throughout the year- • Phonics/ Reading • Spelling • Maths Mastery • Homework support	**Parental engagement** Moderate impact for very low cost based on extensive evidence. Cost Evidence Impact (months) +4	1, 4

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

Budgeted cost: £17,139.61

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged pupils continued to be prioritised for ELSA support throughout the school year. Children to also receive group support through access to Nurture groups.	**Social and emotional learning** Moderate impact for very low cost based on moderate evidence. Cost £ £ £ £ £ Evidence Impact (months) +3	1, 2, 3
Continue to develop and embed our All Saints Behaviour Curriculum to ensure that pupils are progressively taught how to demonstrate the correct learning behaviours. • Continue to develop positive feedback to pupils • Continue to develop consequences and restorative practice	**Behaviour interventions** Moderate impact for low cost based on moderate evidence. Cost £ £ £ £ £ Evidence Impact (months) +3	1, 3
Continue to support disadvantaged pupils in accessing music and the arts through- • free/ discounted music sessions or nurture sessions • Subsidised participation (50% PPG contribution) for trips or further curriculum enrichment	**Arts participation** Moderate impact for very low cost based on moderate evidence. Cost £ £ £ £ £ Evidence Impact (months) +3	1, 2, 4

Continue to support disadvantaged pupils in accessing sports activities through discounted/free clubs or small group sessions/competitions. Provide subsidised participation (50% PPG contribution) for trips or further curriculum enrichment.	**Physical activity** Low impact for very low cost based on extensive evidence. Cost £ £ £ £ £ Evidence Impact (months) +2	1, 2, 4
Continue to offer an Adventurous Play model at break and lunch to allow for greater experiences of play. EYFS to continue to have daily Forest School Sessions and the rest of the school to have these during one term. Offer a wide range of resources and activities through these sessions.	**Outdoor adventure learning** Unclear impact for moderate cost based on insufficient evidence. Cost £ £ £ £ £ Evidence Impact (months) +	1, 2, 3, 4

Total budgeted cost: £35650

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 following table shows progress for the academic year 2025-2026.

PPG Cohort: (All year groups)

Not PPG

READING		July 2026							
		PRE		WTS		EXS		GDS	
Baseline 2025	PRE	1.6%	3.8%		0.5%				
	WTS			2.7%	8.2%		7.1%		
	EXS			0.5%	2.2%	2.7%	37.8%		3.3%
	GDS				0.5%		2.7%		7.7%

WRITING		July 2026							
		PRE		WTS		EXS		GDS	
Baseline 2025	PRE	0.5%	2.7%	1.1%	1.1%		0.5%		
	WTS	0.5%	1.6%	3.3%	14.2%	0.5%	3.8%		
	EXS			0.5%	7.7%	1.1%	40.4%		0.5%
	GDS						1.6%		0.5%

MATHS		July 2026							
		PRE		WTS		EXS		GDS	
Baseline 2025	PRE	1.1%	1.6%		2.2%				
	WTS		1.6%	3.8%	10.4%	0.5%	8.7%		
	EXS			0.5%	3.3%	1.6%	38.8%		1.1%
	GDS						2.2%		4.9%

Phonics Data:

Y1 Summer 2026 (Cohort in Y1 when check taken):

All Pupils: 78.9% pupils met the expected standard

PPG Pupils: 0% (only 2 PP children)

Attendance:

PPG: 95.5%

Non PPG: 91.21%

Wider Opportunities

All music lessons and clubs ran for this academic year. All educational visits planned for the year took place, and the Year 5 cohort took part in activities week, a week full of outdoor adventurous activities. All PPG pupils in the year groups involved attended these visits/events and received subsidy through the Pupil Premium Grant. Forest School lessons continued for EYFS groups

weekly, with half termly blocks of sessions for KS1 and KS2 pupils. Pupil voice was overwhelmingly positive about these trips and activities.

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
White Rose Maths	White Rose
White Rose Science	White Rose
White Rose Infinity Maths	White Rose
Mastering Number	NCETM
Kapow- DT, Art, Geography and History	Kapow
Twinkl Phonics	Twinkl
The Write Stuff	Jane Considine
The Spelling Book	Jane Considine
Complete PE	Complete PE
SCARF- PSHE	SCARF
Times Tables Rock Stars	TTRS