



Pupil Premium – website statement.

What is Pupil Premium and what is it for?

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of under resourced pupils of all abilities, and to close the gaps between them and their peers. At All Saints CE Primary School we aim to deploy the Pupil Premium funding to ensure that all pupils reach their full potential regardless of their social situation. Sir John Dunford (former Pupil Premium Champion for the Government) states:

Underpinning the process, schools should focus on the quality of teaching. There is solid evidence that poor teaching disproportionately disadvantages deprived children. Equally, evidence tells us that excellent teaching disproportionately benefits them. So high quality teaching must be at the core of all pupil premium work. It follows that it is legitimate to spend PP funding on raising the quality of teaching.

Despite what many think, this is not an individualised budget, and each school should decide how the money is spent. Please open this link to find out about the funding for financial year 2024 to 2025 and how we plan to spend this year's funding:

[Pupil Premium Strategy Statement](#)

How we aim to reduce barriers to educational achievement:

The main aim of our Pupil Premium spending is to ensure that under resourced pupils are provided with effective teaching and support, that allows them all to make good or better progress and narrow the attainment gap. Some pupils may not be at the expected standard for their age which impacts on their ability to access the curriculum effectively. We aim for all children to be in receipt of high-quality teaching in order for them to develop the knowledge, skills and cultural capital they require for academic success. Other barriers for some of our pupils may include financial constraints in accessing a wide range of cultural experience. We are also keen to monitor pupil well-being and ensure that emotional support is provided if needed, as we are aware that emotional difficulties can impact on a child's academic progress.

Date of next strategy review:

December 2026

Pupil premium strategy statement – All Saints CE Primary School



This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our under resourced pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for under resourced pupils last academic year.

School overview

Detail	Data
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	34%
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)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Lucy Boulger
Pupil premium lead	Lucy Boulger
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 109,503
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2024/25 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>	£109,503

Part A: Pupil premium strategy plan

Statement of intent

In our school, we pursue everyday excellence; Our school's Christian ethos, 'Do everything in love' (1 Corinthians 16:14) is rooted in our belief that every child is unique and that this is reflected in the desire, commitment and aspirations of our school staff to address and overcome all barriers to learning that may hinder pupil progress and attainment, and ultimately affect their opportunities in life.

We know that the quality of teaching is fundamental to the success of all pupils particularly those who are under resourced. As the Education Endowment Foundation (EEF) state: *Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.*

We have high expectations for all pupils in our school and recognise that children in receipt of the Pupil Premium are not a homogenous group. As a result of this, our approach to tackling 'under resourcing' is not solely focussed on pupils with lower prior attainment. Our aim is to provide pupils with an introduction to the essential knowledge that they need to be educated citizens; to increase their cultural capital, and to be able to contribute positively to the wellbeing of their community and to wider society.

Many pupils starting at All Saints Primary School have previous traumatic experiences ACE's (Adverse Childhood Experiences), repeated negative educational encounters, physical and psychological trauma and complex diagnosed and undiagnosed conditions that result in them lacking the neurological development required for concentration and learning. This has major implications for confidence and self-esteem, along with the desire and inspiration to achieve, so we use the PPG to provide a wide range of additional opportunities to increase safety and trust for investment for lifelong aspirations for all and raise expectations and achievements for all children and their families.

Our approach is research informed and the strategies we employ are supported by sound evidence of effective impact. In line with the EEF guidance, we prioritise the Pupil Premium spending on:

- High quality teaching
- Targeted academic support

Removing non-academic barriers

- Attendance
- Pastoral support

Challenges

Whilst recognising that those in receipt of the Pupil Premium are not a homogenous group, these are the key challenges to achievement that we have identified among our under resourced pupils:

Challenge number	Detail of challenge
1	Adverse childhood experiences and trauma – 57%
2	Social Emotional & Mental Health difficulties – 24%
3	Previous negative experiences in academia : low self-esteem, self-worth and aspiration – 18%
4	Parent/carer support , engagement & communication – 26%
5	Attendance/ uniform and school readiness – 34%
6	Lack of language and vocabulary, especially to an academic level – 27%
7	Lack of access to the wider world – trips, visits, places of interest: cultural capital – 77%
8	Financial hardship and overcrowded housing – 54%

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
<p>To ensure that a highly effective teacher is in front of every class, and that every teacher is supported to keep improving.</p> <p>Improved combined attainment (RWM) for under resourced pupils in all year groups</p>	<p>Termly data analysis and external assessments will indicate that the gap between under resourced pupils and their non-under resourced peers is narrowing.</p> <ul style="list-style-type: none"> Professional development: Weekly group coaching sessions to support teachers/TAs, with a particular emphasis on maths, literacy/vocabulary and curriculum development. Half Termly Professional Development for staff by attending whole Trust targeted training courses (The US project for SEND) and INSET. Staff

	<p>research and evidence based provision is in evidence.</p> <ul style="list-style-type: none"> • Improved learning outcomes in reading, writing and maths (making at least expected progress/ meeting end of year expectations). Narrowed gap between PPG/non under resourced. • Learning tasks adapted and scaffolded to specific needs of pupils.
<p>To provide specific targeted academic and emotional support either in a one to one or small group situation so that children are emotionally ready to access quality first teaching</p>	<p>Structured interventions: SALT interventions for pupils with poor language and communication skills (colourful semantics) emotion coaching and zones of regulation are embedded and show positive impact.</p> <ul style="list-style-type: none"> • Small group tuition: Targeted Maths and English teaching for pupils who are below age-related expectations ensures gap narrows. • 1:1 and small group support from the Behaviour Lead • Decrease in negative behaviour records on My Concern. • Decrease in fixed term suspensions. • Increased positive learning behaviours and improved confidence for pupils evidenced on in Trust visits/ learning walks/observations.
<p>To achieve and sustain improved attendance and punctuality for all pupils, particularly our under resourced pupils</p>	<p>Attendance overall will be at least at national expectations and the gap between under resourced pupils and their non under resourced peers will decrease.</p> <ul style="list-style-type: none"> • Support for families from Family Liaison worker

	<ul style="list-style-type: none"> • Walking bus offer • Breakfast club offer
To enable all children to access wider curriculum and extracurricular opportunities in order to provide cultural capital and raise aspirations	<p>Increased access to residential and extracurricular activity allows all pupils to experience the enrichment of the visit and participate fully (residential/club registers)</p> <ul style="list-style-type: none"> • Supporting sporting and music clubs/lessons enables pupils to participate in non-academic activities, positively improving their confidence and range of skills: increased participation rates through targeting • Increased confidence levels demonstrated in lessons; cultural capital and aspiration increases

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: £37160

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that a highly effective teacher is in front of every class, and that every teacher is supported to keep improving - collaborative Professional Development – Trust Under Resourced Project for all staff to improve knowledge of strategies around QFT and adaptive teaching. £6000	Evidence strongly suggests that improving teaching is the biggest factor in raising outcomes for under resourced pupils. We are making a significant investment in effective, evidence informed professional development EEF Guidance Report on Effective Professional Development	1, 2, 3,4

Smaller class sizes in Early Year and KS1 £28200		
CPD for all staff in nurture led teaching – AOT, Virtual school, Oakfield Inclusion support £2300	Trauma informed practice/ Zones of regulation/ ACES Attachment/ Trauma research (Louise Bomber) EEF Guidance Report on Effective Professional Development	1,2,3,4
CPD – Pastoral Assistant: ELSA training and supervision. £660	EEF Guidance Report on Effective Professional Development Emotional Learning	2,3,4,5,6,7

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

Budgeted cost: £ 12998

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for children requiring intervention (1:1 and small group support) with PIXL £8500	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Individualised instruction + 4 months One-to-one tuition +5 months	1,2,3,4
Purchase of, and engagement in, a range of assessment tests and tools to provide targeted support to raise the combined attainment PIXL - £2700	Strategic use of standardised and benchmarked assessments can provide reliable insights into the specific strengths and weaknesses of each pupil to ensure they receive the correct support	1, 2, 3,4

Behaviour lead interventions and embedding Zones of regulation and support emotional regulation for learning £1798	Trauma informed practice/ Zones of regulation/ ACES Attachment/ Trauma research (Louise Bomber) EEF Guidance Report on Effective Professional Development	1,2,3,4,5,6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 59345

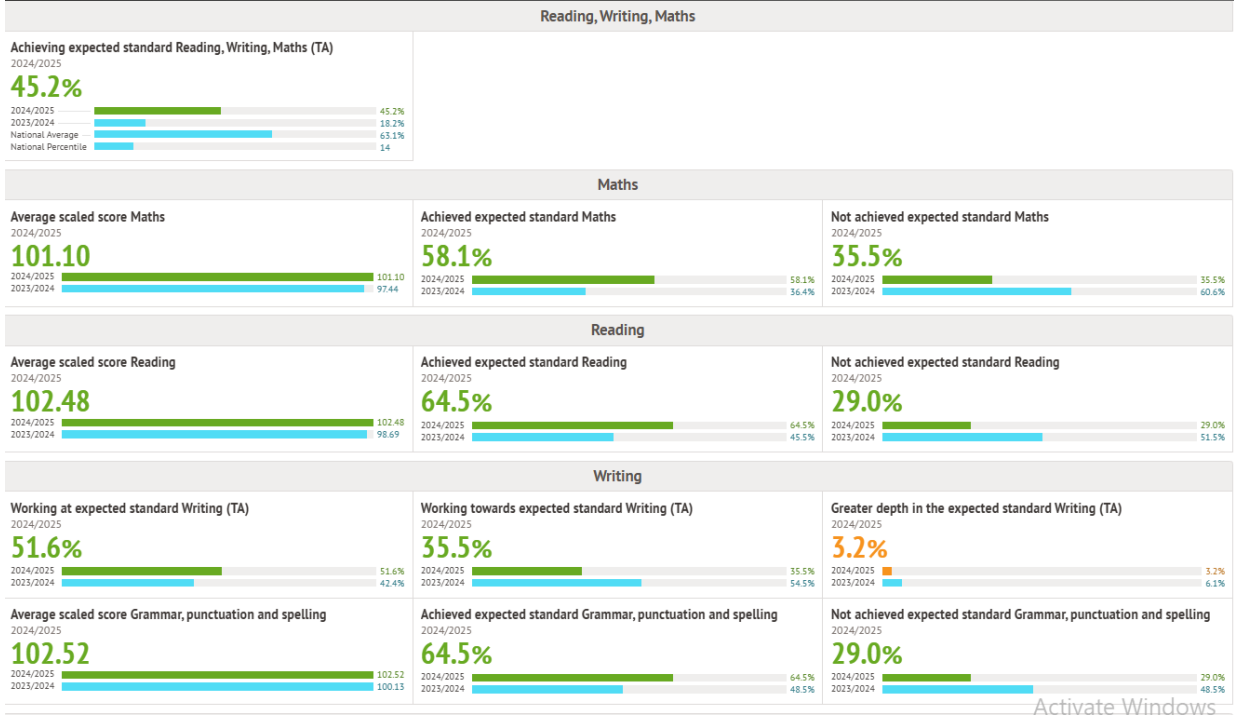
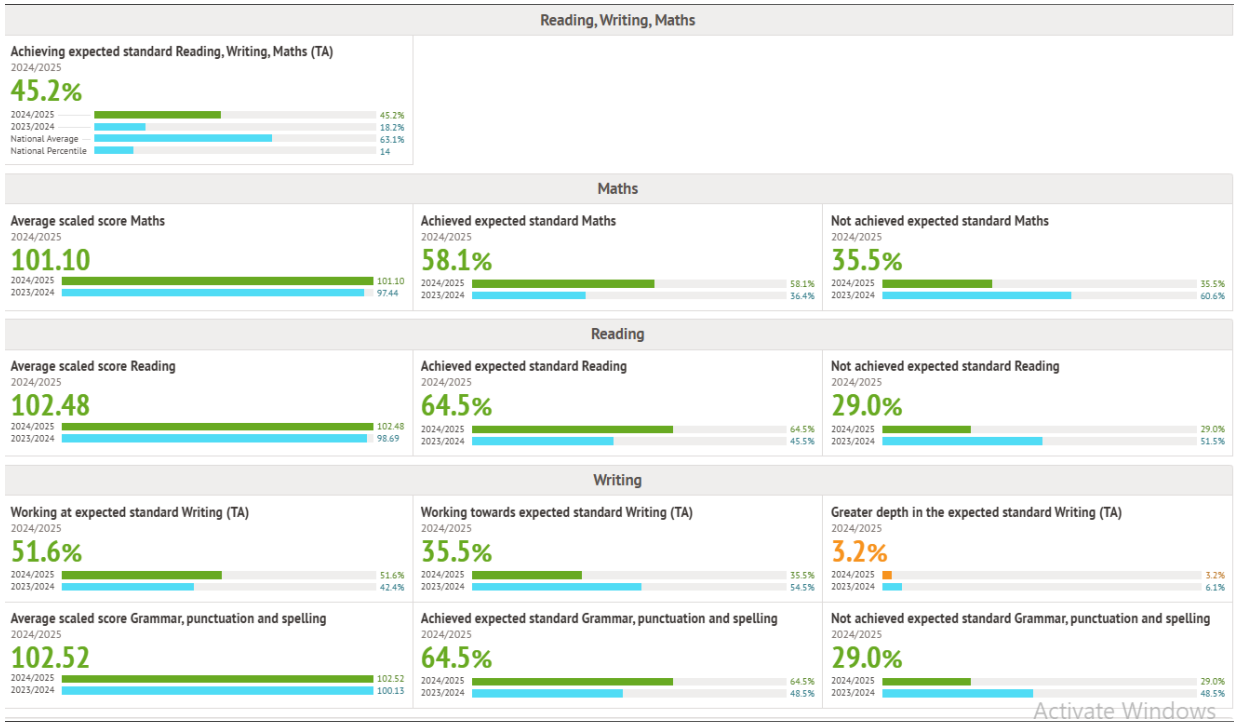
Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. SLT, EWO and admin staff time £4500	DfE guidance informed by: <ul style="list-style-type: none"> engagement with schools who have significantly reduced their persistent absence levels teachers' standards Ofsted's school inspection handbook other DfE statutory and nonstatutory guidance 	7
Support for families of PPG children to ensure that children arrive on time every day in school <ul style="list-style-type: none"> support for school refusal, anxiety linked to school well-being phone calls and check ins Behaviour support Family Liaison and Behaviour Lead Salary Contributions £40,845	Evidence from the Education Endowment Foundation Toolkit on Social and Emotional Learning + 4 months	5,7

<p>Funding towards attendance at residentials, extra curricular clubs (sports, singing lessons, piano lessons); provision of uniform; payment for TAs breakfast provision/wraparound care. £4250</p>	<p>Maslow</p> <p>This continues to be a popular and successful intervention for our families, who have benefited from additional financial support for uniform and other activities especially during this difficult financial climate.</p> <p>Under resourced pupils needs are met and they are ensured a quality meal at school and when taking part in trips and extra curricular activities. Parents can access wraparound care while attending interviews or undertaking work.</p>	<p>5,6,7,8</p>
<p>Support for PP Children for Emotional Literacy support</p> <p>1:1 ELSA sessions £8000</p>		
<p>Funding towards School uniform - £1750</p>	<p>Maslow</p>	<p>5,8</p>

Total budgeted cost: £ 109,503

Part B: Review of the previous academic year

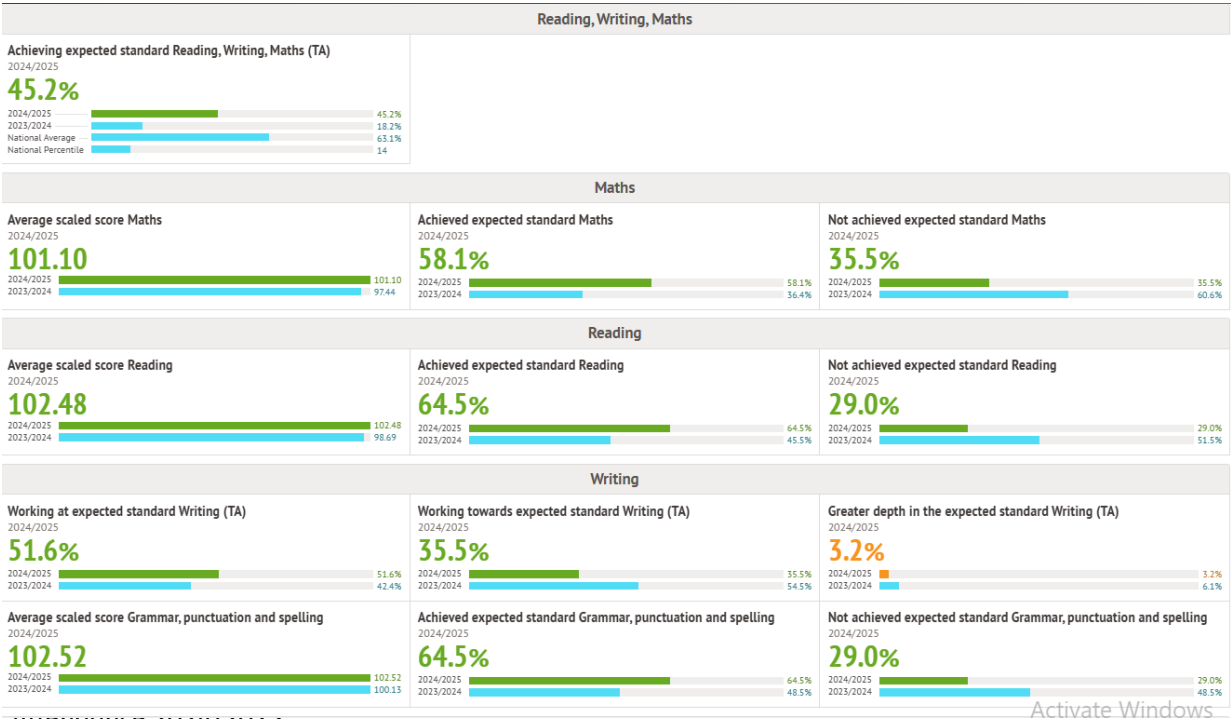
Outcomes for under resourced pupils



Attainment: 2024/2025

Combined attainment (RWM) for under resourced pupils in all year groups

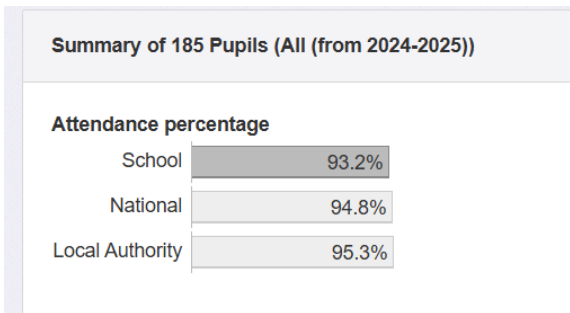
Pupils in all year groups accessed QFT and or targeted interventions leading to progress from their individual starting points. Under resourced pupils made progress from their individual starting points, some progress was measured using data and other progress was measured via SDQ and Boxall



Attendance 2024/2025.

Activate Windows

Gaps in learning for under resourced pupils are identified and addressed forensically and systematically.



To achieve and sustain improved attendance for all pupils, particularly our under resourced pupils

Attendance for all pupils in 2023-2024 was 93.2% and for under resourced pupils was 89.2% therefore a gap of 4%

There is also a closing of the gap in persistent absence directly influenced by the joined up working of the Pastoral team, EWO and SLT, who have drilled down data on attendance to identify barriers to attendance and worked closely with parents/carers to overcome these barriers using, phone calls home, rewards for attendance, strategies for entering school, meet and greet, access to free school meals and snacks, uniforms, access to trips and curriculum enhancements etc.

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

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 under resourced pupils, that is not dependent on pupil premium or recovery premium funding.