

# Pupil premium strategy statement All Saints' CofE Academy

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' CofE Academy
Number of pupils in school	134
Proportion (%) of pupil premium eligible pupils	9.7% 13 pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2025-26 Year 1 of 3-year plan
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Helen Rose Headteacher
Pupil premium lead	Helen Rose
Governor / Trustee lead	David Bedford

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,220.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£27,220.00</b>

# Part A: Pupil premium strategy plan

## Statement of intent

All Saints' CofE Academy's ethos and vision is theologically rooted in Matthew 5: 14-16: '*You are the light that gives light to the world. A city that is built on a hill cannot be hidden.*'<sup>15</sup> *And people don't hide a light under a bowl. They put it on a lampstand so the light shines for all the people in the house.*'<sup>16</sup> *In the same way, **let your light shine** for others. Live so that they will see the good things you do and will praise your Father in heaven.'*

All Saints' is the support that enables our children and families, especially our disadvantaged, to 'let their light shine'. We have high expectations and ambitions for all our pupils and are committed to ensuring everyone achieves their true potential. Removing barriers to learning and developing the skills necessary for them to continue achieving success later in life is a priority for all of us.

All Saints' CofE Academy's strategy plan is responsive to the needs of the school, irrespective of the pupil's background or the challenges they face. We think creatively, proactively, and responsibly in the ways we use the funding whether this is focused on individuals, groups, families, or whole school priorities. As a school, we have a shared understanding of disadvantage in our community.

All Saints' recognises that to ensure that all pupils can flourish, especially disadvantaged pupils, they need support beyond the confines of a classroom. Mental Health and Wellbeing of the pupils, staff and families is key to allowing all stakeholders to flourish. The whole child is important and ensuring that they understand how to communicate, how to empathise, how to relate, how to self-regulate and how to be a positive part of their community.

All Saints' values parents and carers as key stakeholders in the lives of the pupils and designs opportunities for them to engage with learning. At points during the year, workshops are held to share information and knowledge with how to support learning as well as having 'participation' events; such as our Christmas and Summer fairs. We participate in the community, taking part in local sporting and music events. Visits and experiences are carefully planned for all children to enhance the curriculum, providing enrichment experiences and enhancing their cultural capital. We ensure that the financial commitment of these items is never too much for our families and will not allow this to hinder the progress of pupils.

The information included in the strategy aims to support the needs of these identified children enabling them to achieve well, along with those throughout the school, regardless of if they are disadvantaged. Ensuring that an effective teacher is in front of every class and that every teacher is supported to keep improving is the top priority for our pupil premium spending as this is proven to have the greatest impact on closing the disadvantaged attainment gap. This will benefit not only the disadvantaged children, but those who are non-disadvantaged. Therefore, in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

## Challenges

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

Challenge number	Detail of challenge
1	<p><u>Attainment in Reading and Maths</u></p> <p>Assessments and internal evidence show that disadvantaged pupils achieve lower attainment in RWM compared to non-disadvantaged pupils. Maths and reading, including phonics, and spoken language / oracy will be the main area of focus for PPG pupils this year.</p> <p>End of summer 2025 those reaching ARE or above:</p> <p>Reading – Non-disadvantaged 81% compared to disadvantaged 42%            Writing – Non-disadvantaged 70% compared to disadvantaged 47%            Maths – Non-disadvantaged 73% compared to disadvantaged 37%</p>
2	<p><u>Social and Emotional Literacy and Regulation</u></p> <p>Our assessment and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by trauma experienced in the home or by partial school closures to a greater extent than for other pupils. Emotional trauma has created gaps in learning and impacted on children's executive functioning reducing their ability to learn. Emotional dysregulation has a impact on pupils' behaviour and learning.</p> <p>The majority of pupils on our SEND register (and almost 50% of our PPG children) have SEMH needs.</p>
3	<p><u>Punctuality and Attendance</u></p> <p>Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance. This means that gaps emerge in their knowledge, and they struggle to develop positive attitudes to learning. Leaders should take further steps to work with these pupils and their families to instil the importance of regular school attendance so that attendance improves for these pupils.' We have identified that staff are likely to benefit from training and support from WWC Attendance Team to support families with EBSNA.</p> <p>School attendance rates in 2024-2025 for non-disadvantaged pupils were 95.5% and for Pupil Premium Children, attendance was 82.7%. 58.3% of these PPG pupils were persistently absent (10% or more sessions missed) during 2024-25.</p>
4	<p><u>Early identification of need and support for SEND pupils</u></p> <p>Currently, 24.6% (28) of our pupils are on the SEND register (higher than the national average), with 5 ECHPs in place. 53.8% of our PPG children are on our SEND register. By identifying needs early, and putting support in place in the classroom and through interventions, we aim to improve outcomes for these pupils.</p>

## 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><u>Challenge 1 - attainment</u></p> <p>Development of quality curriculum with a whole school consistent approach to the teaching of:</p> <ul style="list-style-type: none"> <li>• phonics</li> <li>• reading, oracy and vocabulary,</li> <li>• mathematics</li> </ul> <p>investing in high quality CPD for all staff</p>	<ul style="list-style-type: none"> <li>• Pupil progress meetings with class teachers to focus on attainment and progress of PPG pupils. Learning Plans completed and targets reviewed termly.</li> <li>• New staff and staff moving year groups have completed phonics training and have a secure knowledge of the phonics curriculum and pedagogy.</li> <li>• Raised standards in phonics assessments and screening.</li> <li>• Developing children’s reading fluency and love of reading across school. <a href="#">Fluency   EEF</a></li> <li>• Pupils with limited vocabulary / communication needs identified. Increased vocabulary which results in accelerated progress in reading and writing.</li> <li>• SLT monitor the teaching of reading across school with a focus on modelling / teaching fluency and language development.</li> <li>• Pupils to make good or better progress in reading from their starting points. This will be measured through school assessments and shown in the data recorded.</li> <li>• Pupils have access to high quality rich reading resources and support.</li> <li>• CPD for EYFS staff on conversational skills and supporting language development / communication.</li> <li>• Increase engagement of parents in valuing the importance of enjoying reading for pleasure and supporting their children with phonics and reading at home. Reading / phonics support meetings targeted at PPG families.</li> <li>• New White Rose maths curriculum implemented across school with focus on concrete and pictorial methods.</li> </ul>

	<ul style="list-style-type: none"> <li>• Maths number fluency and mastery to be developed across school leading to accelerated progress in maths. To be achieved through the purchase and CPD for staff in a new maths scheme which will be implemented across school. This will be measured through termly and yearly attainment and progress data.</li> </ul>
<p><u>Challenge 2 - SEMH</u></p> <p>Pupils and families with identified social, emotional or health (SEMH) needs (including trauma and attachment) are well supported by school and staff.</p>	<ul style="list-style-type: none"> <li>• New staff role, Family Liaison, to lead on Early Help and support teachers, office staff and SLT with attendance.</li> <li>• SENCo, Family Liaison and SLT identify and support families - work to alleviate barriers to learning. Family Liaison attend local DSL networks to access external support.</li> <li>• Personal development supported through PSHE curriculum and interventions: Protective behaviours, Lego Therapy sessions social stories and social skills.</li> <li>• Opportunities to take on responsibility and develop leadership provide and encouraged through – School Council, GLOW representatives, Year 6 Play Leaders.</li> <li>• All staff trained in Trauma and Attachment Needs, and Emotion Coaching.</li> <li>• Staff member trained as Mental Health First Aider.</li> <li>• A strong partnership working with home/school and outside professionals including Early Help to support parents with: <ul style="list-style-type: none"> <li>• Home life challenges/pressures (trust between home and school to so school can support where possible)</li> <li>• Emotional wellbeing support</li> <li>• Access to therapeutic support for children and/or parents</li> <li>• Parenting support</li> <li>• Understanding pupils' SEND needs</li> </ul> </li> <li>• Bespoke interventions to support pupils to develop self esteem and communication skills e.g. Forest School.</li> <li>• Targeted provision of after school clubs or wrap around care. HAF places offered (targeted). Support to attend enrichment opportunities such as trips or residential.</li> </ul>

<p><u>Challenge 3 - Punctuality and Attendance</u></p> <p>Make steps towards increasing attendance and punctuality for disadvantaged pupils to be close to or above national expectations for attendance/persistent absence. This will be part of our 3-year plan with the intention of changing patterns.</p> <p>Pupils and families understand the importance of regular school attendance and work with school staff to make improvements.</p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%).</li> <li>• Monitoring of attendance by our Attendance Lead and Family liaison brings about the increase in PPG pupils' attendance and a decrease in persistent absence.</li> <li>• Key staff trained in EBSNA. Target pupils have been identified and strategy in place.</li> <li>• Staff training for teachers and support staff on monitoring attendance.</li> <li>• Improved systems for monitoring attendance and identifying where support is needed. Clear Strategy for improving attendance. Termly monitoring by SLT.</li> <li>• High quality and engaging curriculum and teaching.</li> <li>• Positive and nurturing ethos.</li> </ul>
<p><u>Challenge 4 - Early support for SEND</u></p> <p>Identify SEND needs early and put support in place in the classroom and through interventions improve outcomes for disadvantaged pupils.</p> <p>Work with families to increase understanding of pupils' needs and plan for support that</p>	<ul style="list-style-type: none"> <li>• Staff training for teaching and support staff to enable them to recognise and support all pupils' needs.</li> <li>• Higher ratio of support staff in EYFS to enable a positive start to school, settling into routines and expectations and access to the curriculum.</li> <li>• Clear systems for raising concerns about pupils' needs to SENDCo and timely intervention.</li> <li>• Clear communication with nurseries / child-care settings to enable a positive start for pupils in Reception.</li> <li>• Mixed age classes enable staff to more easily adapt the curriculum to meet children's needs and have a better understanding of children's starting points.</li> <li>• Close working with WCC STS to implement EPATT reading intervention which supports children with reading (Specific Literacy Difficulties). Staff training is up to date and impact of intervention monitored by SENDCo. Spelling intervention to be implemented later this year.</li> </ul>

## Activity in this academic year

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: £ 8200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school with a focus on SEMH, phonics, oral language, EYFS talk, reading fluency and maths.</p> <p>Allocation of funds to release English and maths leads to model and coach teachers to ensure delivery of high-quality teaching.</p> <p>Allocation of funds to continue to resource high quality reading materials.</p> <p>New Maths scheme aimed at developing mastery of number and use of concrete and pictorial methods.</p> <p>Additional 2 hours per week allocated to Family Liaison role to focus on attendance.</p>	<p>EEF: <a href="#">Phonics   EEF</a></p> <p>EEF: <a href="#">Oral language interventions   EEF</a></p> <p>EEF: <a href="#">Improving Literacy in Key Stage 1   EEF</a></p> <p>EEF: <a href="#">Improving Literacy in Key Stage 2   EEF</a></p> <p>EEF: <a href="#">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6)</a></p>	1, 2, 4

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

Budgeted cost: £ 11020

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Quality First teaching, support in class, pre teaching, same day catch up as well as 1:1, or small group interventions delivered by teaching assistants or class teacher.</p> <p>Targeted approach with PPG groups in each class. Use of TA to enable effective wave 1 interventions (pre-teaching etc.)</p> <p>Allocation of additional Teaching Assistant for ½ day to focus on developing language and communication.</p>	<p>EEF: <a href="#">TA Guidance Report MakingBestUseOfTeachingAssistants- 2021-11-02-162019 wsqd.pdf</a></p>	<p>1, 2, 3, 4</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All pupils in school given the opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences.</p> <p>This will be achieved through planned class enrichment experiences and activities, funded after school club places and supported access to the residential for year 5 and 6 PPG children.</p> <p>We are not currently offering a free breakfast club but free places are available for PPG Pupils</p>	<p><a href="#">Arts participation   EEF</a></p> <p><a href="#">Physical activity   EEF</a></p> <p><a href="#">Magic Breakfast - trial   EEF</a></p>	<p>2, 3, 4</p>
<p>SENCO/Family Liaison hours (OT) to work closely with outside agencies and staff to further support addressing</p>	<p>EEF: <a href="#">Special Educational Needs in Mainstream Schools Guidance Report.pdf</a></p>	<p>2, 3, 4</p>

<p>barriers to children’s learning e.g. attendance, SEMH and SEN barriers.</p> <p>Use metacognition to aid all pupils to move to become independent learners, as well as aiding self-regulation.</p> <p>All staff trained in de-escalation techniques to support behaviour and revisit emotion coaching and regulation work in staff meetings. Reducing the number of Behaviour Reflections (Behaviour Policy)</p> <p>Protective Behaviours work annually and revisited termly.</p> <p>TA staff CPD focussed sessions delivered by SENCo - ensuring they are updated and engaged with individual pupils needs termly.</p> <p>Attendance Lead; termly monitoring, parental notifications and parental meetings to support attendance, working with LA to support. Records of monitoring notification letters are kept.</p>	<p>EEF: <a href="#">Metacognition and Self-Regulated Learning   EEF</a></p> <p>EEF: <a href="#">Personal Social and Emotional Development</a></p> <p>EEF: <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p> <p>EEF: <a href="#">Improving behaviour in schools</a></p> <p>EEF: <a href="#">TA Guidance Report MakingBestUseOfTeachingAssistants- 2021-11-02-162019_wsqd.pdf</a></p> <p>EEF: <a href="#">Improving behaviour in schools</a></p> <p>DFE: <a href="#">Working together to improve school attendance (applies from 19 August 2024)</a></p> <p>EEF: <a href="#">Attendance interventions rapid evidence assessment   EEF</a></p>	
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**Total budgeted cost: £ 27,220.00**

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 2024 to 2025 academic year.

During the current academic year, the focus of Pupil Premium funding has been on reducing barriers to learning through practical support for families, strengthening the quality of teaching and the curriculum, and maintaining strong outcomes in early reading. Support has been provided to ensure pupils have access to appropriate school uniform and to enable participation in after-school clubs, supporting inclusion, wellbeing and engagement in school life.

Investment in a Family Liaison role has enabled a closer relationship with our most disadvantaged families and more effective outcomes through Early Support.

Pupils meeting the expected standard at the end of KS2 in reading, writing and maths: 60% (national 62%).

- Disadvantaged pupils meeting the expected standard at the end of KS2 in reading, writing and maths: 32%

Pupils achieving at a higher standard in reading, writing and maths: 5% (national 9%).

- Disadvantaged pupils meeting the higher standard at the end of KS2 in reading, writing and maths: 0%

Overall, school attendance was 95.6%, above the national average. Disadvantaged pupils attendance was 86.9%. Attendance continued to be a priority for our PPG children.

In 2024/25, 33 children were on the SEND register, 8 of these were PPG pupils.

We did not meet our target of closing the gap between the disadvantaged and non-disadvantaged children. The wellbeing and mental health of our children and families continues to be a priority and we are a primary source of support and help for these in need.

The school continues to review the impact of Pupil Premium spending to ensure it effectively supports pupils' academic progress, wellbeing and engagement with school.

## Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	1 service pupil

<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Pupil was able to access enrichment opportunities including after school clubs, year 5 residential and trips.</p> <p>Targeted support within the classroom and interventions to support learning in maths and English.</p>
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## Further information

Obstacles to learning	Examples of additional interventions and spending of funding
Wellbeing focus/pastoral support (Personal Development)	<p>Family Support Services/ Early Help</p> <p>Pastoral Support TA</p> <p>Lunchtime activity support with play leaders from year 5 and 6</p> <p>Transition support- Year 6 focus</p> <p>Subsidised off site visits/ trips</p> <p>Free/Subsidised music lessons</p> <p>Subsidised/Free before and after school provision</p> <p>Uniform, including shoes - provided</p>
Attitudes to learning (inc. attendance/ behaviour support)	<p>Free/ subsidised breakfast care</p> <p>Free/ subsidised sports clubs</p> <p>Free/ subsidised after school opportunities (non-sport related)</p> <p>Metacognition techniques across school</p>
Learning Support (Curriculum access)	<p>Additional TA support in class (PPG focus)</p> <p>SENDCO/Head used to analyse and monitor interventions and ensure all children's needs are being addressed</p> <p>Writing/Maths supports - visual aids, prompts, manipulatives, standing desks, and a large variety of diverse SEN resources</p> <p>Parent support sessions – maths, reading, phonics, online safety</p> <p>Small group Academic support/intervention</p>