

# Pupil premium strategy statement – All Saints C.E. Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	403
Proportion (%) of pupil premium eligible pupils	15.83% (62 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2025
Statement authorised by	Darren Mack
Pupil premium lead	Juliette Little
Governor / Trustee lead	Darren Mack

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£68,420

# Part A: Pupil premium strategy plan

## Statement of intent

All Saints School's vision is 'Together we Aspire, Believe, Explore, Achieve' This is underpinned by Matthew 17:20, 'If you have faith as small as a mustard seed you can say to this mountain move from here to there and it will move. Nothing will be impossible for you.'

All Saints School's ultimate objective for disadvantaged pupils is to ensure they make good progress and achieve high attainment across all subject areas, regardless of their background or the challenges they face. The current Pupil Premium strategy works towards this by prioritising high-quality teaching, early intervention, and a whole-school commitment to raising expectations and outcomes for all pupils. It is designed to be responsive to individual needs through diagnostic assessment rather than assumptions, and it supports vulnerable groups such as young carers and children with social workers, whether or not they are classified as disadvantaged. The key principles of the strategy include challenging all pupils appropriately, acting early when needs are identified, and fostering a collective responsibility among staff to help every child aspire, believe, explore and achieve.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Oral Language Skills</b> – Early language experiences and cultural capital results in language gap between PP children and non-PP. This can effect children's ability to speak in full sentences.
2	<b>Phonics</b> - Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Needs continue after fluency due to limited vocabulary and experience of some pupils. Phonics screening data for 2024-2025 show a significant gap in the attainment of PP eligible pupil in comparison to non-PP.
3	<b>Writing</b> – Assessments and observations indicate writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. This gap in attainment start in the Early Years and continues throughout the school
4	<b>Attendance</b> – Although the whole school attendance is strong. PP attendance 2024-2025 was 93.87% whilst non-PP attendance 2023-2024 was 95.8%. Persistence absence for PP children is significantly higher than that of non-pupil premium.
5	<b>Social and Emotional Skills</b> - Individual barriers to learning including social and emotional skills and family circumstances are impacting attainment and progress. Limited access to activities and experiences, parent/carer engagement, low aspirations and expectations and inconsistent attendance are having a detrimental effect on pupil attainment.
6	<b>Parental Engagement</b> - Parental engagement is low. Parental engagement of PP children is lower and attendance at school events and meetings is lower.

## 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
To improve pupil's <b>oral language skills</b> for children in receipt of Pupil Premium so that achievement in Communication and Language (EYFS) is in line with national average and the in-school gap between PP and non-PP narrows.	<ul style="list-style-type: none"> <li>- Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> </ul>
Increased attainment in <b>phonics</b> for children in receipt of Pupil Premium so that achievement is in line with national average and the in-school gap between PP and non-PP narrows.	<ul style="list-style-type: none"> <li>- Termly progress and attainment monitoring shows diminishing difference between disadvantaged pupils and their peers.</li> <li>- GLD, Phonics, KS1 and KS2 end of year data shows diminished difference from 2025 - 26.</li> </ul>
Increased attainment in <b>writing</b> for children in receipt of Pupil Premium so that achievement is in line with national average and the in-school gap between PP and non-PP narrows.	<ul style="list-style-type: none"> <li>- In school attainment gap to reduce and pupils to make good progress.</li> <li>- Attainment and progress measures for pupils in receipt of PP will be in line with national average.</li> <li>- Pupil Premium Phonics attainment will improve to be in line with national attainment.</li> <li>- Foundations for effective writing is implemented in the Early Years.</li> </ul>
To improve PP <b>attendance</b> to 96% so that children are present in school and attain/ progress well from their starting points.	<ul style="list-style-type: none"> <li>- PP attendance to continue to improve year on year to reach 96%.</li> <li>- PP attendance is comparable to non-PP attendance.</li> <li>- PP persistent absence to be comparable to non-PP.</li> </ul>
To identify individual needs for Pupil Premium children and provision is matched to support these needs. For PP funding to be able to provide additional provision to meet individual learning needs and <b>social and emotional needs</b> .	<ul style="list-style-type: none"> <li>- All Pupil Premium children have identified barriers to learning and provision.</li> <li>- In school attainment gap to reduce.</li> <li>- Pupil Voice and parent surveys show children in receipt PP are being supported well and achieving well. Children are happy at All Saints and enjoy their learning.</li> </ul>
To improve <b>parental engagement</b> so families of PP children attend school events and meetings.	<ul style="list-style-type: none"> <li>- 100% of families attend a parent meeting.</li> <li>- Parental attendance at key events is strong for PP families.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £29,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Phonic Curriculum</b> To embed Read, Write, Inc, and associated resources, across the school with support of the English Hub.</p> <p>EYFS and KS1 Pinny Time at least twice a day to build speed and fluency.</p> <p>KS1 additional speed sounds session in the afternoon to revisit key sounds and recall.</p>	<p>OFSTED good practice is for reading materials to match to children’s phonic abilities. This ensures reading materials are accessible and progressive.</p> <p>There is a strong evidence base that suggests early literacy approaches, including activities that aim to develop letter knowledge, knowledge of sounds and early phonics have a moderate impact for very low cost based on extensive evidence <a href="#">Early literacy approaches   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p><b>Phonics CPD</b> Phonic Lead released from class to allow for RWI training and coaching for staff.</p> <p>Phonics Lead CPD through remote progress meetings and development days to ensure effective teaching of phonics across the school.</p> <p>CPD (through Ruth Miskin training) for Reading leader and those delivering groups.</p> <p>Early Years Leader and Phonics Lead to engage in the Oxfordshire Phonological Awareness course.</p>	<p>Clear and focused leadership to accelerate school improvement.</p> <p>Coaching has been shown to improve the quality of Phonics teaching. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading and writing, particularly for disadvantaged pupils: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p> <p>Supporting high quality teaching is pivotal in improving children’s outcomes. Research shows that high quality teaching can narrow the disadvantage Effective professional development plays a crucial role in improving classroom practice and pupil outcomes. <a href="#">Effective Professional Development (EEF)</a></p>	2
<p><b>Oral Language Intervention</b> Wellcomm Language Screening, staff training and staff resource time in EYFS</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p>	1, 3

<p>Language rich environment to be provided within the Early Years environment through the SHREC approach and May I Join You.</p>	<p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills.</p> <p><a href="#">Communication and language approaches   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p><b>Writing Curriculum</b> Updated Writing Curriculum in Key Stage 1 to develop sentence level in line with Strong Foundations.</p> <p>Smart Dictation taught across Key Stage 1 and Key Stage 2 to support strong foundations in transcriptional skills.</p>	<p>Securing the foundational knowledge and skills that every child needs by the end of key stage 1 will give them the best chance of educational success.</p> <p><a href="#">Strong foundations in the first years of school (Ofsted)</a></p> <p>There is a strong evidence base that suggests early literacy approaches, including introductions to different kinds of writing have a moderate impact for very low cost based on extensive evidence</p> <p><a href="#">Early literacy approaches   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3
<p><b>Spelling Curriculum</b> To embed Read, Write, Inc Spelling, and associated resources, across the school.</p> <p>Spelling structure adapted to allow for two weeks of new teaching, followed by a week of consolidation and reviewing previous learning.</p>	<p>Quigley, A (2018) highlights the link between the alphabetic code, reading, vocabulary and educational success.</p> <p>L.C. Ehri (2000) found that spelling instruction improves reading ability, as it builds a learner’s knowledge of the alphabetic system as it is used in reading.</p> <p>Securing the foundational knowledge and skills that every child needs by the end of key stage 1 will give them the best chance of educational success.</p> <p><a href="#">Strong foundations in the first years of school (Ofsted)</a></p>	3
<p><b>Handwriting Curriculum</b> Updated handwriting progression being embedded across the school to ensure strong foundational knowledge of letter formation.</p>	<p>Securing the foundational knowledge and skills that every child needs by the end of key stage 1 will give them the best chance of educational success.</p> <p><a href="#">Strong foundations in the first years of school (Ofsted)</a></p>	3
<p><b>Writing CPD</b> Trust English Lead meetings to be attended termly to provide CPD and networking opportunities/</p> <p>Moderation of writing with Trust primary schools to increase staff knowledge of expectations by end of year. These meetings will include a PP focus.</p>	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. Research shows that high quality teaching can narrow the disadvantage Effective professional development plays a crucial role in improving classroom practice and pupil outcomes.</p> <p><a href="#">Effective Professional Development (EEF)</a></p> <p>Provide teachers with effective tools and strategies to sustain high quality teaching in writing.</p> <p><a href="#">High-quality teaching (EEF)</a></p>	3

Julie Sargent (English Consultant) to provide Writing Training for all staff and providing ongoing support for Writing Lead.		
<b>Adaptive Teaching Approaches</b> All class teachers to complete a class Pupil Premium overview to identify barriers and provision. Individual provision to be implemented following this.	Class teachers will have strong knowledge of their Pupil Premium cohort as individuals.  Barriers to learning identified and provision matched to individual need.  Impact of provision is monitored and evaluated by PP leader.	1,2,3,5
<b>Teaching and Learning Framework</b> CPD and coaching to be provided to all teaching staff in line with the Teaching and Learning Framework to provide high quality teaching.	Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. <a href="#">Feedback   Toolkit Strand   Education Endowment Foundation   EEF</a>  The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. <a href="#">High-quality teaching (EEF)</a>	1,2,3

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

Budgeted cost: £ 21,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Phonics Interventions</b> Additional intervention (Fast Track) and support for PP children who are working in the first 20% in reading.  Sound stickers used to support Reception children in remembering the sound of the day.	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>  Revisiting learning is essential for long-term retention because of the forgetting curve, which shows that learners forget a significant amount of new information shortly after first exposure.	2
<b>Same Day Intervention</b> Same Day intervention to be implemented daily to address misconceptions and offer catch up support.	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3
<b>Mentoring</b> Home School Link Worker to provide support and	Mentoring appears to have a small positive impact on academic outcomes. <a href="#">Mentoring   Toolkit Strand   Education Endowment Foundation   EEF</a>	5

mentoring/ drop ins as needs are identified.		
<b>Monitoring</b> Pupil Premium Lead monitoring attainment and progress	This allows the member of staff to understand the impact of the PP spend and adjust strategies and approaches accordingly for maximum impact.	1,2,3,4,5

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

Budgeted cost: £ 17,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Parental Engagement</b> Parent workshops to be led to help them support children at home with Phonics, Reading and Maths.</p> <p>Regular reminders and individual contact to PP families to remind them and invite them individually to school events.</p> <p>PP families to be invited to book parents evenings first through individual contact.</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes.</p> <p><a href="#">Parental engagement   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	6
<p><b>Social and Emotional Skills</b> ELSA sessions for disadvantaged pupils.</p> <p>Zone of Regulation to be embedded across the school to support children with recognising their feelings and appropriate strategies.</p>	<p>The average impact of metacognition and self-regulation strategies is an additional eight months' progress over the course of a year.</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving.</p> <p><a href="#">Self-regulation strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p><a href="#">Social and emotional learning   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	5
<p><b>Pastoral Support</b> School and Home School Link Worker to work with families to support pastoral needs (at</p>	<p>Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p>	1,2,3,4,5

<p>home and school), vulnerability, or underachievement in school.</p> <p>Establish a Young Carers group within school.</p> <p>Breakfast snacks provided for children who have not eaten breakfast in the mornings.</p> <p>Lunch Club to be provided during lunchtime by the Home School Link Worker as additional pastoral support during the school day.</p>	<p><a href="#">Social and emotional learning   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p><b>Attendance</b></p> <p>Attendance team meetings fortnightly to identify children at risk of poor attendance and identify action.</p> <p>Targeted support offered to address attendance concerns on an individual basis.</p> <p>After school and breakfast club places funded to support engagement, attendance, and families in need.</p>	<p>Attendance is the essential foundation to positive outcomes for all pupils.</p> <p><a href="#">Working together to improve school attendance</a></p>	4
<p><b>Enrichment</b></p> <p>Enrichment activities funded on a needs basis e.g., trips, residentials, extra curricular clubs.</p>	<p>Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also self regulation) may also be involved. All the above have been shown to have a positive impact on outcomes.</p> <p><a href="#">Outdoor adventure learning   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	5

**Total budgeted cost: £ 68,420**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year. We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

#### **Impact of Tier 1- Teaching**

Read, Write, Inc, and associated resources, across the school was continued to be implemented with support of the English Hub. All teaching and support staff received staff meeting and ongoing training from the Phonics Lead on the RWI approach to effective teaching of Phonics. Additional CPD (through Ruth Miskin training and English Hub) was provided for the Reading leader which was then dispersed to RWI teachers. Further reading and phonics books were also purchased which enabled children to take home books matched directly to their phonic knowledge and content of RWI sessions. As a result, regular feedback was provided RWI group leaders to improve the teaching and learning. In our 2025 Phonics Screening Check 75.5% of children passed in Year 1. 100% of PP children in Year 2 passed phonics screening by end of Year 2.

Read, Write, Inc Spelling was embedded from Year 2-6 working on children's spelling gaps across the school. Each unit follows the same activities over 4/5 sessions. Once trained and familiar with the activities, this then allows for children's working memory to focus on the spelling rule. The format also builds on from RWI speed sound lessons with children identifying the phonemes using 'dots and dashes': dots for one letter making one sound, dashes for digraphs/trigraphs and 4 letters making one sound. This helps them to break words up into sound components. The spelling sound chart is up in every room from Y2 to Y6 and the children have them in their scaffolding packs, offering a consistent visual tool to support inclusion. Also, the scheme draws attention to root words and word classes. This all makes for a consistent approach across school which will build each year. The impact is measured through regular spelling assessments from the programme.

The Writing Lead participated in trust-wide writing CPD sessions each term, led by Julie Sargent (writing consultant) and trust specialists. As a result, an updated writing curriculum was introduced in Key Stage 1, prioritising strong foundations and sentence-level writing skills. This curriculum follows a two-week structure: week one focuses on developing sentence-level skills, while week two emphasises applying these skills in a piece of writing responding to a text. Additionally, smart dictation was implemented, enabling pupils to practise handwriting, punctuation, and spelling through carefully selected dictated sentences that target specific teaching points identified through teacher assessment. In Key Stage 2, updated writing journeys were introduced, and supplementary texts were purchased to support the teaching of these books.

All class teachers completed a class Pupil Premium Overview to identify barriers and provision. This led to increased awareness of the needs for PP learners. As a result, Pupil Premium Lead and Home School Link Worker were able to review and suggest appropriate support for PP children. They were also able to track the impact of interventions and provision.

#### **Impact of Tier 2- Targeted Academic Support**

Targeted ARCH reader support was provided in Year 2 including targeting PP children and supporting progress throughout the academic year. Throughout the year, ARCH reader supported Year 2 children.

When reviewing the interventions across the school, additional intervention and support was promoted for PP children who are working in the lowest 20% in Reading through the Fast-Track Intervention.

Same-day interventions were continued to be implemented to address misconceptions in pupils' understanding, ensuring that gaps were closed promptly. This approach enabled children to keep pace with the curriculum and remain prepared for future learning. These interventions primarily focused on writing and mathematics, providing targeted support that reinforced key concepts and skills.

Throughout the year, All Saints School and our Home School Link Worker provided support and mentoring/ drop ins as needed. These involved checking on vulnerable children within the school day to support based on a particular curriculum area or nurture need to motivate the learners.

### **Impact of Tier 3- Wider Strategies**

A parent workshop was conducted to help families support their children at home with phonics. This session took place in person at the school and was specifically designed for parents of Reception and KS1 pupils. All resources from the workshop were shared with attendees for continued use at home. In addition, maths workshops were held for the same group of parents, focusing on how maths is taught at All Saints and providing practical activities to reinforce number understanding at home. Both workshops saw a high level of parental attendance.

The Lunch Club, supported by our Home School Link Worker, provides a nurturing and welcoming space for children. It offers a quieter, more calming environment where pupils can build friendships and feel supported. Children have the opportunity to drop in as needed, ensuring flexibility and comfort. This initiative plays a vital role in promoting emotional well-being and social development, with 39% of attendees being in receipt of pupil premium, highlighting its impact on those who benefit most.

The Home School Link Worker provided targeted support to families addressing pastoral needs, vulnerability, and issues related to underachievement both at home and in school. This work included daily check-ins, assisting with transportation for children and supporting parents/carers to and from school, offering pastoral care for both parents and children, and liaising with external agencies to ensure comprehensive support for vulnerable families.

The attendance team met regularly—initially on a monthly basis and later fortnightly from mid-year—to identify pupils at risk of poor attendance and agree on appropriate actions. Targeted support was provided to address individual concerns, including the implementation of attendance contracts with specific targets for families. As a result, Pupil Premium attendance improved from 93.27% in 2023–2024 to 93.87%. Whole-school attendance currently stands at 95.8%, which remains a priority for continued improvement in the next academic year.

To support attendance and the need of particular families places were funded at Breakfast Club and at After School Club. This supported families in need with required childcare. Breakfast snacks have also been provided for children who have not eaten breakfast in the mornings.

To allow for all children to engage in the wider aspects of education, enrichment activities were funded for some PP children.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
RWI Phonics	Read Write Inc.
RWI Spelling	Read Write Inc.