

Pupil Premium Strategy Statement



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	40
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2026
Statement authorised by	LAC Members (30.09.26)
Pupil premium lead	Mrs Zoe Scott
Governor / Trustee lead	Kate Jackson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£12,400

Part A: Pupil premium strategy plan

Statement of intent

At All Saints CE Primary School, we focus on the individual needs of every child to ensure that no pupil is disadvantaged when accessing their education. Our approach is not limited exclusively to pupils who are eligible for Free School Meals or Pupil Premium funding. When allocating funding and resources, we carefully consider the context of our school and the individual circumstances and barriers faced by our pupils and their families.

Our decisions are informed by research and evidence, including guidance from the Education Endowment Foundation (EEF), alongside our knowledge of the children and families within our school community.

We recognise that disadvantage is complex and that pupils may experience several barriers simultaneously. Our provision is therefore flexible and responsive to individual need.

Challenges

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

No.	Challenge Identified
1	Oracy and Limitations in Vocabulary Some disadvantaged pupils have less developed vocabulary, oral language and communication skills. This can affect their ability to understand and articulate ideas, access the curriculum, participate confidently in discussion and demonstrate their knowledge. This continues to have an impact on writing as 70% of pp children (are also SEND) and are below ARE in their writing. 50% of pp pupils in the Early Years are ARE is speaking.
2	Low attainment trends in core subjects School assessment information identifies lower attainment and/or gaps in prior learning for some disadvantaged pupils, particularly in core subjects. These gaps can affect pupils' ability to access increasingly demanding curriculum content and make expected progress. Whole-school data indicates that attainment is lowest in writing and reading for children with PP with only 20% of pupils working on track in these areas. In maths, a higher figure of 60% are working in line with age-related expectations or above.
3	Social and emotional impact on wellbeing Some disadvantaged pupils experience social, emotional or wellbeing needs which can affect confidence, self-regulation, relationships, engagement and readiness to learn. 60% of pupil premium children present with SEMH needs.
4	Lack of experiences in comparison to their peers

	Some disadvantaged pupils have fewer opportunities outside school to access cultural, sporting, musical, residential and other enrichment experiences. This can affect their wider knowledge, vocabulary, confidence and personal development. Exposure to external enrichment activities remains a concern for several pupils. Discussions with children and observations in school has identified the lack of educational experience that has taken place. The risk is this will continue to be detrimental to attainment in the school, widening the gap further.
5	Pupils with SEN and PP funding are attaining less A proportion of disadvantaged pupils also have SEND or additional needs. Where these needs interact with disadvantage, pupils may face additional barriers to accessing the curriculum and achieving well. Provision therefore needs to be carefully coordinated and responsive to individual need. The trend of data for the past three years showed that children with SEN and PP have not been working in line with age-related expectations. The current percentage of pupils working in line with ARE who are both SEN and PP is 0 for reading and writing and 43% in Maths.
6	Low Attendance Absence and/or persistent lateness can reduce pupils' access to high-quality teaching, disrupt learning and make it more difficult for pupils to build secure knowledge and maintain progress. Early identification and appropriate family support are therefore essential. Attendance for pupils is a concern with only 37.5% of PP pupils with attendance deemed 'good' (over 95%) or 'excellent' (over 99%). 0% pupils are severely absent with 50% or more sessions missed. 50% of pupils are persistently absent with a further 20% at risk of persistent absence.

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.

Our intended outcomes are focused on removing identified barriers rather than simply improving attainment. We recognise that improved academic outcomes are closely connected to pupils' attendance, wellbeing, language development, engagement and access to the wider curriculum. Leaders will therefore evaluate the impact of provision through a range of measures, including pupil progress and attainment, attendance, behaviour, engagement, wellbeing and participation.

Intended outcome	Success criteria
Oracy and limitations in vocabulary Disadvantaged pupils will develop stronger vocabulary, communication and oracy skills, enabling them to articulate ideas confidently, participate effectively in discussion and access the language of the curriculum.	- Disadvantaged pupils demonstrate improved use and understanding of subject-specific vocabulary. - Pupils increasingly use complete and well-developed responses when speaking.

	• Pupils participate confidently in partner, group and whole-class discussion. • Assessment and teacher evidence show improved vocabulary and oral language from individual starting points. • Identified language gaps are addressed through classroom practice and targeted support where required.
Low attainment trends in core subjects Disadvantaged pupils will make strong progress from their individual starting points in reading, writing and mathematics, with identified gaps addressed promptly.	• The majority of disadvantaged pupils make expected or better progress from their starting points. • The proportion of disadvantaged pupils working at age-related expectations increases over the strategy period. • Identified gaps in reading, writing and mathematics are reduced. • Targeted interventions demonstrate measurable progress for pupils receiving them. • Disadvantaged pupils increasingly access age-appropriate curriculum content independently. • Attainment gaps between disadvantaged and non-disadvantaged pupils reduce over time, where appropriate.
Social and emotional impact on wellbeing Disadvantaged pupils will develop improved emotional wellbeing, confidence, resilience and self-regulation, enabling them to engage positively with learning and school life.	• Pupils report increased confidence, belonging and positive attitudes towards school. • Staff observations show improved engagement, self-regulation and readiness to learn. • Pupils receiving pastoral/nurture support demonstrate progress against identified individual needs.

	• Behaviour incidents or learning disruptions reduce where these have been identified as a barrier. • Pupils increasingly demonstrate resilience and independence when faced with challenge. • Appropriate pupil voice indicates that pupils feel safe, valued and supported.
Lack of experiences in comparison to their peers Disadvantaged pupils will have equitable access to enrichment and wider opportunities, developing confidence, cultural capital, interests and personal development.	• Disadvantaged pupils have equitable access to educational visits, residentials, clubs, music, sport and other enrichment opportunities. • Financial barriers do not prevent participation. • Participation data shows increased engagement in extracurricular and enrichment activities. • Pupils can articulate what they have learned from wider experiences and make connections to their learning. • Pupils demonstrate increased confidence, independence and willingness to try new experiences.
Pupils with SEN and PP funding are attaining less Disadvantaged pupils with SEND will receive appropriately coordinated and individualised support, enabling them to access an ambitious curriculum and make strong progress from their starting points.	• Provision is clearly matched to individual SEND and disadvantage-related needs. • Pupils access the intended curriculum through appropriate adaptations without unnecessarily lowering expectations. • Disadvantaged pupils with SEND make measurable progress from their individual starting points. • Teachers, SEND staff and other professionals work collaboratively to review provision.

	• Support and interventions are evaluated for impact and adapted when required. • Pupils demonstrate increasing independence in accessing learning.
Low Attendance Attendance and punctuality for disadvantaged pupils will improve, with barriers identified early and addressed through appropriate support and partnership with families.	Attendance for disadvantaged pupils improves from the school's baseline. • Persistent absence reduces over the strategy period. • Patterns of lateness are identified and addressed promptly. • Individual attendance concerns have a clear record of actions, support and review. • Families engage positively with school support where attendance is a concern. • Improved attendance results in increased access to teaching and learning. • Attendance gaps between disadvantaged and non-disadvantaged pupils reduce over time.

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: £3100

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI Oracy Programme – programme training and staffing costs. Staff are trained to deliver targeted oral language provision, with a focus on	The EEF's evaluation of NELI found positive effects on oral language. The wider EEF evidence base identifies oral language interventions as an effective approach, particularly when targeted and delivered consistently.	Oracy, language and vocabulary; low attainment in core subjects; disadvantaged pupils with SEND.

vocabulary, listening, narrative and communication skills.		
Release time for Quality First Teaching training using the school's 7-part model, enabling staff to develop and embed evidence-informed classroom practice.	EEF evidence identifies high-quality teaching as the most important factor in improving pupil outcomes. Effective professional development should build teachers' knowledge, develop classroom techniques and support sustained implementation through modelling, practice, feedback and revisiting.	Low attainment and gaps in core subjects; oracy, language and vocabulary; disadvantaged pupils with SEND; social and emotional wellbeing.

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

Budgeted cost: £5580

Activity	Evidence that supports this approach	Challenge number(s) addressed
EPATT literacy intervention to provide targeted support for pupils experiencing identified literacy difficulties.	EEF evidence supports targeted, structured academic intervention where assessment identifies specific gaps. Evidence for one-to-one tuition indicates positive impact, particularly where support is targeted, structured, linked to classroom teaching and regularly monitored.	Low attainment and gaps in core subjects; oracy, language and vocabulary; disadvantaged pupils with SEND.
Nessy Reading and Spelling Programme – provides structured, multisensory practice for pupils with identified difficulties in reading and spelling.	EEF evidence supports systematic phonics, targeted literacy intervention and structured approaches to developing reading comprehension . Scarborough's Reading Rope provides a useful framework for understanding how word recognition and language comprehension combine to support skilled reading. Nessy is therefore used as a supplementary programme rather than a	Low attainment and gaps in core subjects; oracy, language and vocabulary; disadvantaged pupils with SEND.

	replacement for high-quality classroom reading instruction.	
Daily 1:1 reading with an adult for identified disadvantaged pupils requiring additional reading practice, fluency development, vocabulary development and/or comprehension support.	EEF evidence supports one-to-one tuition as an effective approach when targeted at specific needs and closely connected to classroom teaching. Evidence also supports explicit reading comprehension strategies and structured opportunities to practise reading.	Low attainment and gaps in core subjects; oracy, language and vocabulary; disadvantaged pupils with SEND.
Numbots and Times Tables Rock Stars subscriptions to provide disadvantaged pupils with regular, additional opportunities to practise and secure number facts and multiplication facts. The interactive nature of the programmes provides an accessible and engaging way for pupils to practise mathematical facts regularly, both in school and at home. Use is targeted towards pupils identified through assessment as having gaps in mathematical fluency and is used alongside high-quality classroom mathematics teaching.	EEF mathematics guidance highlights the importance of developing fluency with key number facts and multiplication facts , enabling pupils to retrieve facts efficiently and focus cognitive capacity on reasoning and problem-solving. Regular retrieval and purposeful practice support retention and fluency. The interactive format can provide immediate feedback and opportunities for repeated practice , supporting pupils to engage with mathematics regularly. The programmes supplement, rather than replace, high-quality mathematics teaching.	Low attainment and gaps in core subjects, specifically gaps in number facts, mathematical fluency and multiplication facts; engagement with mathematical learning.
Individualised learning plans for disadvantaged pupils with SEND , identifying specific barriers,	EEF SEND guidance supports explicit instruction, scaffolding, metacognitive strategies, flexible grouping and appropriate adaptations to enable pupils with SEND to access learning.	Disadvantaged pupils with SEND; low attainment and gaps in core subjects; social and

adaptations and provision required to enable pupils to access an ambitious curriculum.	Provision should be based on individual need and maintain high expectations.	emotional wellbeing.
Individualised SEND assessments to measure progress from pupils' individual starting points , ensuring that small but significant steps in learning are identified and used to inform provision.	EEF guidance emphasises accurate identification of need, assessment and responsive teaching for pupils with SEND. Assessment should inform adaptations and provision and enable staff to evaluate whether support is having the intended impact.	Disadvantaged pupils with SEND; low attainment and gaps in core subjects.

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

Budgeted cost: £3720

Activity	Evidence that supports this approach	Challenge number(s) addressed
Activity / Provision	EEF evidence supporting the approach	Challenge(s) addressed
Financial support for pupils unable to attend educational visits and residential experiences , ensuring financial circumstances do not prevent participation alongside their peers.	EEF evidence on arts participation and enrichment supports access to wider opportunities that contribute to pupils' academic and personal development. Removing financial barriers enables disadvantaged pupils to participate fully in the wider life of the school.	Limited access to wider experiences and enrichment; social and emotional wellbeing.
Specialist music tuition and instrument hire to enable disadvantaged pupils to access specialist musical opportunities.	EEF evidence on arts participation indicates positive benefits for pupils' academic and wider outcomes. Music can also contribute to confidence, engagement and personal development.	Limited access to wider experiences and enrichment; social and emotional wellbeing.

Sharing of termly attendance reports with families, alongside early communication where attendance or punctuality becomes a concern.	EEF attendance guidance highlights the importance of effective communication and working with families to improve attendance. Early identification and targeted support can help address barriers before patterns of absence become established.	Attendance and punctuality; low attainment and gaps in core subjects.
My Happy Mind Programme – whole-school programme supporting pupils' understanding of mental health, emotional wellbeing, self-awareness, resilience and positive relationships. The programme provides a consistent language and framework for discussing emotions and developing strategies to support wellbeing and readiness to learn.	The EEF evidence base supports social and emotional learning (SEL) approaches that explicitly develop pupils' social and emotional skills. The EEF reports that SEL approaches can improve pupils' emotional wellbeing, social skills and attitudes to learning, with an average academic impact of approximately +3 months' additional progress. The programme is used as part of a wider whole-school approach to wellbeing rather than as a stand-alone intervention.	Social and emotional impact on wellbeing; engagement with learning; behaviour/self-regulation; low attainment where wellbeing is a barrier to learning.
Targeted Fine Motor Skills Intervention – implementation of the South Warwickshire NHS Children's Occupational Therapy programme, using the <i>Hand Skills</i> and <i>Skilled Hand Use</i> programmes for disadvantaged pupils identified through assessment as having difficulties with fine motor control, hand strength, dexterity, bilateral coordination,	EEF evidence identifies physical development approaches as having a positive impact, while recognising that the evidence base is limited. EEF guidance supports regular opportunities to practise physical skills, appropriate challenge, feedback and active engagement. The intervention will therefore be implemented as a structured, targeted programme rather than a collection of isolated activities.	Disadvantaged pupils with SEND; low attainment and gaps in core subjects, particularly writing; engagement with learning.

pencil control or handwriting readiness. Provision will be delivered regularly and adapted to individual need, with baseline and outcome assessments used to measure progress.		
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Total budgeted cost: £12,400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Previous Objective	Evaluation
To improve communication skills orally to allow children to engage in their topic areas and speak with confidence as they move through the school.	The school has strengthened its focus on oracy, vocabulary and communication. NELI has been introduced alongside increased opportunities for structured talk, vocabulary development across the curriculum and emotional literacy through <i>My Happy Mind</i> . Staff have developed greater awareness of the importance of explicitly teaching vocabulary and providing opportunities for pupils to articulate their understanding. The focus remains a priority , as some disadvantaged pupils, particularly those with SEND or identified language needs, continue to require support to develop vocabulary, sentence construction and confidence in extended oral responses.
To improve attainment and progress in Reading.	Reading provision has been strengthened through Trust review, staff development, phonics monitoring, curriculum development, pre-teaching, home-reading monitoring and increased opportunities for pupils to read with an adult. Targeted support has been used where assessment has identified gaps. Progress has been made in strengthening the consistency of reading provision; however, gaps remain for some disadvantaged pupils in reading fluency, vocabulary and comprehension. The overlap between disadvantage and SEND continues to require targeted and individualised support.
To improve attainment and progress in Writing.	The school has continued to develop the quality and consistency of writing teaching through professional development, monitoring and targeted support. Vocabulary development and pre-teaching

	have supported pupils' access to writing tasks. Some disadvantaged pupils, particularly those with SEND, continue to experience barriers to independent writing, including difficulties with language, transcription, handwriting and fine-motor control. Further targeted provision and continued development of Quality First Teaching are therefore required.
To improve attainment and progress in Maths.	Mathematics teaching has been strengthened through the continued development of the mastery approach, Trust support, professional development and monitoring. Staff have developed greater consistency in identifying misconceptions and providing timely support. Assessment continues to identify gaps in number facts and multiplication facts for some disadvantaged pupils, which can affect fluency and their ability to access more complex mathematical learning. Targeted practice and intervention will therefore remain a priority.
To ensure children with SEND make expected progress in Core subjects.	The school has strengthened provision through individualised support, APDR processes, staff training, targeted adult support and greater awareness of individual pupil needs. The SEND assessment and planning process has become more focused on identifying individual barriers and appropriate adaptations. However, disadvantaged pupils with SEND remain a key group requiring additional support, with some pupils continuing to make progress below that of their peers. More precise assessment from individual starting points and evaluation of the impact of provision will remain a priority.
To improve and sustain the wellbeing and mental health of children,	The school has maintained a strong focus on wellbeing through pastoral support,

particularly PP pupils, to ensure they are ready to learn and address behaviour concerns.	pupil voice, nurture opportunities, music and wider enrichment. Staff have developed greater awareness of the relationship between emotional wellbeing, behaviour and readiness to learn. The majority of pupils demonstrate positive engagement and relationships; however, individual disadvantaged pupils continue to experience emotional regulation and wellbeing difficulties which can affect engagement, behaviour and readiness to learn. A consistent whole-school approach through <i>My Happy Mind</i>, alongside targeted support, will therefore remain important.
To improve attendance and reduce persistent absence where this is impacting on lost learning.	Attendance has been monitored closely and the school has worked with families to identify and address individual barriers. Support has included parent meetings, SEN/Inclusion Hub support and strategies for pupils experiencing emotionally based school avoidance. Attendance remains a priority for a small number of disadvantaged pupils, particularly where absence is linked to anxiety, SEND or wider family circumstances. The school will continue to use early identification, regular communication and individualised support to reduce persistent absence and lost learning.
To ensure all children are exposed to learning opportunities that enrich their knowledge, behaviours and skills through well-planned curriculum experiences and external visits.	The school has continued to provide a broad range of curriculum, cultural, musical and experiential opportunities. Disadvantaged pupils have been supported to access opportunities alongside their peers, including educational visits, residential experiences and music provision. Financial circumstances can, however, remain a barrier for some families. Removing financial barriers and monitoring participation will continue to ensure

	disadvantaged pupils have equitable access to the wider curriculum and enrichment opportunities.
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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.

Programme / Resource	How it is used
NELI (Nuffield Early Language Intervention)	Used to provide targeted oral language support, developing vocabulary, listening, narrative and communication skills for pupils identified as requiring additional support.
Nessy Reading and Spelling	Used as a supplementary structured programme to support pupils with identified difficulties in reading and spelling, alongside high-quality teacher-led phonics and reading provision.
Numbots	Used to provide additional practice and retrieval of number facts and develop mathematical fluency.
Times Tables Rock Stars	Used to provide regular additional practice and retrieval of multiplication facts and support mathematical fluency.
My Happy Mind	Used as a whole-school programme to support emotional literacy, self-awareness, resilience, positive relationships and wellbeing.
Picture News	Used to provide discussion opportunities, develop vocabulary, broaden pupils' experiences and support oracy and understanding of current issues.
Kapow	Used as part of the wider curriculum to support vocabulary development and provide rich learning experiences across subjects.

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> 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 disadvantaged pupils that is not dependent on pupil premium funding.