Pupil premium strategy statement

Evaluation of spending 2024/25 – please see the bottom of the document –

Reviewed 13/10/25

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	All Saints CE Academy
Number of pupils in school	63 (Including nursery)
Proportion (%) of pupil premium eligible pupils	6.34% (4 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025-28
Date this statement was published	15/10/2025
Date on which it will be reviewed	15/10/2026
Statement authorised by	Rebecca Walker
Pupil premium lead	Rebecca Walker
Governor / Trustee lead	Steve Sankey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9166
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£9166

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make rapid progress and achieve high attainment across all subject areas. The focus of our Pupil Premium strategy is to support disadvantaged & vulnerable pupils and to achieve that goal, including good key stage progress for those who are already high attainers. We will consider the challenges faced by all vulnerable pupils.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged & vulnerable peers. Our approach will be responsive to both common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Our Priorities:

The approaches we have adopted complement each other to help our pupils excel. To ensure they are effective we will:

- Ensure teaching and learning is good or better for every child through quality first teaching in every class and ensue disadvantaged pupils are challenged in the work that they're set and appropriate curriculum adaptations made to facilitate achievement.
- Closing the attainment gap between disadvantaged pupils and their peers and adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Provide targeted academic support for pupils who are not making the expected progress, acting early to intervene at the point a need is identified
- Address non-academic challenges to attainment such as attendance and behaviour
- Providing additional opportunities for Personal Development, love of reading and raising future aspirations

Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations indicate that absenteeism is negatively impacting some disadvantaged & vulnerable pupils' progress, in line with National Research
2	Levels of resilience, low self-esteem and high levels of social and emotional support required. Children with SEMH needs make good or better rates of progress and this impacts on attainment for these pupils. SEMH provision meets the needs of these pupils.
3	Lack of wider experiences in terms of vocabulary development e.g. access to reading books, visits to places of cultural interest, sporting activities that impact on gross and fine motor skills for writing.
4	Parents affording the contributions to school trips and residential visits.

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
For pupils to speak with confidence and clarity about their learning, using key vocabulary in the correct context.	Pupil voice recordings evidence the use of subject specific vocabulary as do independent pieces of writing.
For pupils to read with fluency and have a greater understanding of intonation and expression and to talk and answer questions about the text.	Target pupils are reading fluently with intonation and expression. They are able to answer questions about the text including inferential questions. Reading ages are in line or above chronological age.
For pupils to have an understanding of emotions and feelings and why these may occur and to have the ability to engage strategies they have learnt in order to cope with these in everyday life.	Pupils are resilient and are able to cope with feelings and emotions. They are able to recognise when and how to engage strategies they have learnt.
Raised Attainment for pupils in Reading, Writing, Maths and wider curriculum subjects at Expected and at the Higher standard.	Effective use of standardised tests and bespoke assessments for diagnostic assessments and identification of pupils' needs. School based interventions used effectively with targeted children, especially disadvantaged & vulnerable pupils.

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

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA to deliver bespoke interventions to targeted pupils.	Phonics screening results above National figures – aspirational targets to be set.	3
Early Communication Screening Programme – Time to Talk Intervention	Pupil voice recordings evidence the independent use of key vocabulary.	3
Turnabout intervention programme – training and materials	Previous use of this intervention programme has proved highly successful in improving auditory and visual memory and retention skills.	3

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

Budgeted cost: £3166

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. This will involve training for staff to develop & implement new procedures to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Working together to improve school attendance (publishing.service.gov.uk	**1**
Use of Relax Kids to work with individuals and small groups to support children to manage their emotions, form relationships and develop self awareness.	Previous success with this programme of support at all four of our schools. Pupil voice and parental feedback in previous years.	**2**

Relax Kids sessions each week for all pupils	Previous success with this programme of support at all four of our schools. Pupil voice and parental feedback in previous years.	**2**
We use this allocation to fund trips in school such as the Year 4 residential, trips related to the current topics being taught in school for our PP families.		

Total budgeted cost: £9166

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.

Activity	Evidence that supports this approach	Outcomes
TA to deliver bespoke interventions to targeted pupils.	Phonics screening results above National figures – aspirational targets to be set.	100% passed
Early Communication Screening Programme – Time to Talk Intervention	Pupil voice recordings evidence the independent use of key vocabulary.	Pupils are using an impressive amount of key vocabulary across all subjects. They use it in the correct context and are able to describe its meaning relating to the subject. This is also evident in independent pieces of writing and though pupils voice sessions.
Turnabout intervention programme – training and materials	Previous use of this intervention programme has proved highly successful in improving auditory and visual memory and retention skills.	1 x pupil converted from Emerging in Reading to Expected at the end of the academic year. 2 x pupils achieved expected levels in writing, reading and maths.
Relax Kids sessions each week for all pupils	Previous success with this programme of support at all three of our schools. Pupil voice and parental feedback in previous years.	Relax Kids sessions have been provided for our PP pupils. The sessions have focussed on self regulation and emotional intelligence. There has been significant impact in the confidence of both pupils. They both had speaking parts in the summer production and spoke with clarity and confidence. They have been able to articulate their feelings and have sought help and support where and when they have needed it.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider