

Pupil premium strategy statement

2025-2026

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 Infant School Matlock
Number of pupils in school	138
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	Mid-year January 2025. End of year July 2025
Statement authorised by: Executive Headteacher	Mr. Ben O'Connell
Pupil premium lead: Head of School	Mrs. Sophie Seddon
Governor / Trustee lead	Mrs. Jo Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,391
Pupil premium (and recovery 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>	£21,391

Part A: Pupil premium strategy plan

Statement of intent

At All Saints' School we are committed to providing the best possible opportunities for our disadvantaged children to learn and flourish both now and in the future.

From the moment our children first enter into our immersive school environment, it is our aim to nurture and support all children to flourish, so that their abilities and talents grow from a small flame into a fire (2 Timothy 1:6). Through carefully planned provision and teaching, targeted intervention and a chance to develop wider aspirations, our strategy is designed to enrich our children's pastoral, social and academic needs within a loving, nurturing, family environment. We aim to ensure each child develops a love for learning and acquires the skills, abilities and aspirations to live a fulfilling life.

Our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, including making good progress for those who are already high attainers.

Within our statement we have considered the challenges faced by vulnerable children here at All Saints' Infants, including those with additional needs, children whose families are receiving support from social care or children who are post looked after (PLAC). Our statement also reflects the activities designed to foster high aspirations and increase enrichment opportunities for all children in receipt of funding, regardless of whether they are disadvantaged or not.

Quality first teaching and ensuring staff are trained to the highest possible level is the bedrock of our approach to supporting disadvantaged children. Through our non-negotiables, our daily classroom practice is proven to have the greatest impact on closing the disadvantage attainment gap as well as benefiting the non-disadvantaged children in our school. This ensures that attainment for all is sustained and improved with the emphasis on our disadvantaged children making at least as good if not better progress than their non-disadvantaged peers.

The approaches we have adopted here at All Saints' Infants complement one other and are based on formative and summative assessment of our children's strengths and next steps. These are planned and delivered by our skilled and dedicated teaching team, building on the learning during the day and preparing our children both disadvantaged and non-disadvantaged for what comes next, ensuring there are no gaps in knowledge, skills and understanding.

Challenges

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

Challenge number	Detail of challenge
1	<p>Readiness for Learning</p> <ul style="list-style-type: none"> • Many pupils have issues with punctuality and attendance, which impacts their ability to access learning consistently. • They are not socially ready for learning and often struggle to sit attentively on the carpet. • Pupils find it difficult to listen and understand key instructions, follow routines, take turns, and share with others. • Basic manners and awareness of others are often underdeveloped.
2	<p>Oracy</p> <ul style="list-style-type: none"> • Pupils have poor spoken language skills and a limited vocabulary. • They lack exposure to high-quality language and opportunities for structured talk. • This impacts their communication, language development, and ability to articulate ideas clearly
3	<p>Reading</p> <ul style="list-style-type: none"> • Pupils struggle to recognise and retain sounds and have difficulty decoding, segmenting, and blending words. • They have limited access to high-quality texts and few opportunities to hear texts read aloud or engage in discussion. • Poor comprehension skills hinder their progress in reading.
4	<p>Writing</p> <ul style="list-style-type: none"> • Pupils have had limited exposure to mark-making and high-quality writing experiences. • Poor fine motor skills and pencil grip hinder writing development. • Weak transcription skills, handwriting, and spelling negatively affect the overall quality of their writing.
5	<p>Maths</p> <ul style="list-style-type: none"> • Pupils lack secure basic number skills and understanding of place value. • They struggle with addition, subtraction, and recall of key number facts and times tables. • They find it difficult to transfer knowledge into reasoning and problem-solving tasks, both verbally and in written form.
6	<p>Social, Emotional and Mental Health (SEMH)</p> <ul style="list-style-type: none"> • Many pupils have low self-confidence and self-esteem and find it difficult to form positive relationships with peers. • Increased levels of anxiety and an inability to self-regulate often prevent them from accessing learning effectively.

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>Readiness for Learning</p> <ul style="list-style-type: none"> • Pupils will improve attendance and punctuality to ensure consistent access to learning. • Pupils will develop the ability to sit attentively, listen carefully, and follow key instructions. • Pupils will gain social skills to take turns, share, and interact positively with others. • Pupils will demonstrate improved manners and awareness of those around them. 	<p>Attendance for disadvantaged pupils is at least 95%, in line with national expectations.</p> <p>Persistent absence reduced to below national threshold (currently 10%).</p> <p>Observations and behaviour logs show pupils can sit attentively, follow instructions, and interact positively during lessons.</p> <p>Observations show pupils taking turns, sharing resources, and demonstrating positive social behaviours.</p>
<p>Oracy</p> <ul style="list-style-type: none"> • Pupils will develop a wider vocabulary and improved spoken language skills. • Pupils will have access to high-quality language models and structured talk opportunities. • Pupils will benefit from increased confidence in articulating ideas clearly and effectively. 	<p>EYFS: Pupils meet Early Learning Goals (ELGs) for Communication and Language.</p> <p>KS1: Pupils achieve age-related expectations in spoken language as per National Curriculum.</p> <p>Termly assessments show increased use of tier 2 and tier 3 vocabulary in speech and writing retention of 'golden words'</p> <p>Assessments (from NELI and Mr Tongue) show improved spoken language skills, and enhanced language understanding</p>
<p>Reading</p> <ul style="list-style-type: none"> • Pupils will improve phonics knowledge and the ability to recognise and retain sounds. • Pupils will develop decoding, segmenting, and blending skills to read words accurately. • Pupils will have access to high-quality texts and regular opportunities to hear texts read aloud. • Pupils will improve comprehension skills and engage in meaningful discussions about texts. 	<p>Year 1 Phonics Screening Check: Disadvantaged pupils meet or exceed national pass rate (national average 79%).</p> <p>KS1 Reading: Pupils achieve Expected Standard or above in statutory assessments.</p> <p>NTS tests, Little Wandle tracking, phonics screening checks and benchmarking show improved fluency and understanding.</p>

<p>Writing</p> <ul style="list-style-type: none"> • Pupils will have access to purposeful mark-making and high-quality writing experiences. • Pupils will develop fine motor skills and correct pencil grip to support writing fluency. • Pupils will improve transcription skills, handwriting, and spelling to enhance writing quality. • Pupils produce writing that is coherent, correctly punctuated, and age-appropriate. 	<p>EYFS: Pupils meet ELGs for Writing.</p> <p>KS1: Disadvantaged pupils achieve Expected Standard or above in Writing at end of KS1.</p> <p>Moderation shows improved sentence structure, spelling accuracy, and handwriting.</p> <p>Pupils produce extended pieces of writing with increasing accuracy and creativity.</p>
<p>Maths</p> <ul style="list-style-type: none"> • Pupils will secure basic number skills and understanding of place value. • Pupils will improve fluency in addition, subtraction, and recall of key number facts and times tables. • Pupils will develop the ability to apply mathematical knowledge to reasoning and problem-solving tasks, both verbally and in writing. 	<p>EYFS: Pupils meet ELGs for Number and Numerical Patterns.</p> <p>KS1: Pupils achieve Expected Standard or above in Maths at end of KS1.</p> <p>Termly assessments show improved fluency in number facts and application in reasoning tasks.</p> <p>Pupils apply mathematical knowledge to reasoning and problem-solving tasks with increasing independence.</p> <p>TTR shows progression in times table fluency</p>
<p>SEMH:</p> <ul style="list-style-type: none"> • Pupils will develop self-confidence and self-esteem to engage positively in learning. • Pupils will benefit from improved ability to form positive relationships with peers and adults. • Pupils will learn strategies to self-regulate emotions and manage anxiety effectively, enabling better access to learning. • Children will be supported by SEMH interventions to promote emotional regulation and resilience. 	<p>Pupils show improved confidence and self-esteem in classroom participation.</p> <p>Pupils form positive relationships with peers and adults, evidenced through observations and pupil voice.</p> <p>Pupils use taught strategies to self-regulate emotions and manage anxiety effectively.</p> <p>SEMH intervention records show engagement and progress against individual targets.</p>

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: £7,487

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for staff on Little Wandle phonics and SEND programme to ensure teachers deliver phonics with fidelity and adapt provision for SEND pupils, supporting early reading and closing gaps in decoding and fluency.</p>	<p>EEF evidence shows that systematic phonics teaching is highly effective for early reading, particularly for disadvantaged pupils, with an average impact of +5 months progress.</p> <p>Systematic phonics instruction is considered a “moderate impact for very low cost” approach, accelerating reading by approximately +5 months [education...ion.org.uk].</p>	<p>3 & 4</p>
<p>Regular release time for phonics lead and SENCo to coach teachers, share expert guidance and monitor teaching to maintain high-quality phonics teaching, improving consistency and pupil outcomes in reading.</p>	<p>EEF: Professional development improves teaching quality:</p> <p>High-quality professional development and instructional coaching improve teaching consistency and pupil outcomes, especially in foundational literacy [education...ion.org.uk].</p>	<p>3 & 4</p>
<p>Training for Year 2 teacher to specialise in maths (complete NPQ and work alongside Maths Hub) to develop subject expertise and pedagogy, enabling adaptive teaching and improved fluency and reasoning for disadvantaged pupils.</p>	<p>EEF: Teacher subject knowledge strongly impacts pupil outcomes:</p> <p>Strengthening teacher subject knowledge and pedagogy is linked to improved attainment in maths and better adaptive teaching [education...ion.org.uk], [uploads-ss...ebflow.com].</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National</p>	<p>5</p>

	<p>Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	
<p>Staff training on explicit vocabulary teaching to equip teachers to teach Tier 2 vocabulary systematically, improving oracy, comprehension, and writing quality.</p>	<p>EEF: Oral language interventions have high impact:</p> <p>Oral language interventions show high impact (~+6 months) on vocabulary, communication and comprehension, especially in early years [educatione...ion.org.uk], [d2tic4wvo1...dfront.net].</p>	2
<p>Training for colleagues on NELI and NESSY to support staff to deliver evidence-based language and literacy interventions, accelerating progress for pupils with speech and language delays.</p>	<p>EEF: Early language interventions improve communication and literacy:</p> <p>Structured, evidence-based language programmes accelerate oral language and early literacy, benefiting pupils with speech and language delays [educatione...ion.org.uk], [d2tic4wvo1...dfront.net].</p>	2, 3 & 4
<p>Release time for DDAT moderation meetings</p>	<p>EEF: Collaborative planning and moderation improves consistency:</p> <p>Collaborative planning and moderation enhance consistency and assessment accuracy, improving writing and maths outcomes across phases [educatione...ion.org.uk], [uploads-ss...ebflow.com].</p>	4 & 5
<p>Training on SEMH approaches to build staff capacity to embed emotion coaching and nurture principles, improving behaviour, self-regulation, and readiness for learning.</p> <p>Improve the quality of social and emotion (SEL) learning through QTF.</p> <p>SEMH approaches to become embedded into</p>	<p>EEF: Social and emotional learning improves behaviour and attainment:</p> <p>Social and Emotional Learning (SEL) programmes improve self-regulation, behaviour and learning engagement (~+4 months on average) [educatione...ion.org.uk], [educatione...ion.org.uk].</p>	6 & 1

<p>routine educational practices such as through taught PSHE and Circle Time in the Classroom and use of resources such: The Worry Book to help prepare children for everyday difficulties and enable them to overcome these themselves.</p>		
<p>Use of high-quality texts across the curriculum</p>	<p>EEF: Exposure to rich texts improves comprehension and vocabulary:</p> <p>Rich, age-appropriate texts build vocabulary, background knowledge and comprehension; dialogic reading strengthens language and inference skills [educatione...ion.org.uk], [d2tic4wvo1...dfront.net].</p>	<p>2 & 3</p>
<p>Daily number fact fluency practice</p>	<p>EEF: Frequent practice builds automaticity and confidence:</p> <p>Frequent, structured practice develops automaticity and supports problem-solving; fluency approaches are associated with meaningful gains in maths.</p> <p>Early maths evidence suggests fluency practice drives understanding and progress in arithmetic (+7 months for early years maths) [educatione...ion.org.uk], [d2tic4wvo1...dfront.net].</p>	<p>5</p>
<p>Explicit teaching of spelling patterns and handwriting</p>	<p>EEF: Structured literacy approaches improve writing outcomes:</p> <p>Systematic, cumulative teaching of transcription (spelling/handwriting) improves writing accuracy and fluency in KS1 [educatione...ion.org.uk], [uploads-ss...ebflow.com]</p>	<p>4</p>
<p>High quality texts purchased: all staff to ensure children have opportunities to experience a wide range of texts through daily shared story</p>	<p>EEF evidence shows that supporting struggling readers is likely to require a coordinated effort: education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>2 & 3</p>

<p>times, books of the week, library visits, guided reading and sharing books.</p>		
<p>Release for colleagues in Year 2 and Year 3 to observe writing practice and moderate with a focus on the transition of pupils in particular the teaching of transcription and spelling.</p>	<p>Internal data shows that disadvantaged children enter school with low language and writing skills which continues as they start in KS1. Children continue to leave Year 2 with low writing skills and poor vocabulary compared with reading and phonics.</p> <p>Evidence from EEF suggests:</p> <p><i>Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work. /education-evidence/teaching-learning-toolkit/feedback</i></p>	<p>4</p>

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

Budgeted cost: £9,626

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Little Wandle Keep-Up and Catch-Up interventions to help pupils who have fallen behind to secure GPC knowledge and blending skills, improving reading fluency</p>	<p>EEF: Targeted phonics interventions accelerate progress:</p> <p>Targeted phonics interventions close decoding/blending gaps quickly when delivered with fidelity (~+5 months average) [educatione...ion.org.uk], [llse.org.uk]</p>	<p>3</p>
<p>Implementation of Little Wandle SEND programme to provide structured, adapted phonics for pupils with SEND, ensuring access to reading curriculum and closing gaps.</p>	<p>EEF: Tailored interventions for SEND pupils improve outcomes:</p> <p>Adapted, structured phonics for pupils with SEND improves access to reading and retention of GPCs; matched decodables maximise success [educatione...ion.org.uk], [llse.org.uk]</p>	<p>3</p>
<p>Little Wandle reading practice sessions (fluency, prosody) using echo and choral reading build accuracy, expression, and comprehension.</p>	<p>EEF: Repeated reading improves fluency and comprehension:</p> <p>Repeated, echo, and choral reading support fluency and comprehension [educatione...ion.org.uk], [llse.org.uk]</p>	<p>2 & 3</p>
<p>Additional reading sessions for PP pupils 1:1 and small-group reading increases exposure to high-quality texts and supports decoding and comprehension.</p>	<p>EEF: 1:1 and small group tuition have high impact:</p> <p>One-to-one and small group tutoring in reading yields approximately +4 to +5 months progress [educatione...ion.org.uk], [gov.uk]</p>	<p>2 & 3</p>
<p>Implementation of NELI language intervention & Mr Tongue to develop oral language and vocabulary, improving communication and</p>	<p>EEF: Oral language interventions have high impact</p> <p>Oral language interventions can have a positive impact on pupils' language skills in the early years (+ 6 months progress). Approaches that focus on</p>	<p>2</p>

literacy outcomes.	speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	
Daily dictation and transcription practice to reinforce spelling, punctuation, and handwriting, supporting writing fluency and accuracy.	EEF: Structured writing practice improves spelling and grammar: Daily handwriting and dictation consolidate spelling and grammar, improving writing fluency [educationendowmentfoundation.org.uk] , [uploads-ss...ebflow.com] .	4
Spelling programme implemented daily in Year 2 to improve transcription and writing quality.	EEF: Systematic spelling instruction improves writing: Structured spelling instruction systematically increases transcription accuracy and writing quality [educationendowmentfoundation.org.uk] , [uploads-ss...ebflow.com] .	4
Pre-teaching and overlearning for phonics, vocabulary, maths to reduce cognitive load and builds confidence by introducing key concepts before whole-class lessons	EEF: Pre-teaching reduces cognitive load and builds confidence: Introducing key concepts beforehand and using spaced practice enhances retention and confidence [educationendowmentfoundation.org.uk] , [educationendowmentfoundation.org.uk] .	2, 3 & 5
Daily number/arithmetic fluency sessions to build automaticity and support reasoning.	EEF: Frequent practice improves fluency and problem-solving: Regular practice of number facts supports recall and mathematical reasoning [educationendowmentfoundation.org.uk] .	5
Subscriptions to Maths Whizz and TT Rockstars to provide personalised practice and motivation for fluency and times tables recall.	EEF: Digital tools can support fluency when used effectively: Digital fluency tools can improve engagement and numerical recall when implemented effectively [educationendowmentfoundation.org.uk] .	5
Handwriting and fine motor intervention groups e.g. dough disco, squiggle why you wiggle	EEF: Targeted fine motor and handwriting support improves writing: Targeted fine motor and handwriting support improves legibility and writing stamina	4

	[educatione...ion.org.uk] , [uploads-ss...ebflow.com] .	
<p>Family Engagement:</p> <p>Workshops for parents on the importance of attendance.</p> <p>Individual meetings to address barriers (transport, routines, health).</p>		
<p>Targeted teaching and catch-up interventions in maths using; Maths Whizz and power of 2 intervention or pre and post teaching linked to in-class team teaching and readiness to learn skills.</p> <p>Purchase of additional resources and manipulatives for purposeful teaching</p>	<p>Evidence shows the need for school maths-leaders to work together and model teaching, support learning of small groups and teachers to best plan for, teach and assess maths for all groups of pupils including greater focus on disadvantaged pupils in order to rapidly improve progress and attainment and reduce barriers to learning.</p> <p><i>sometimes children will need targeted small-group or one-to-one support and attention to continue to make progress in mathematics. This is especially the case in this phase as children enter with a wide range of prior experiences of mathematics.</i></p> <p>EEF Maths EY KS1 Guidance Report.</p>	5

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

Budgeted cost: £4,278

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality Wrap-Around Provision before and after-school.</p> <p>Breakfast Club at EYFS, KS1 and KS2 and after-school clubs including:</p> <p>Free of charge to disadvantaged pupils</p>	<p>Lessons learned from previous academic year shows that attendance improved at KS1 and that regular attendance at Breakfast Club with 90% of our disadvantaged pupils regularly attending also ensuring punctuality.</p> <p>Creating and embedding a school Breakfast club provides a nurtured, nutritious and educational start to the day and ensures additional learning opportunities and enables the children to 'experience and do' more.</p> <p>EEF Toolkit:education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year.</p>	<p>2, 3, 4 & 5</p>

<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance and in Ofsted's attendance research (Securing good attendance and tackling persistent absence).</p> <p>This will involve training and release time for staff to develop and embed procedures, using newly appointed senior staff.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>The research from Ofsted has been informed by the views of parents.</p>	1
<p>Attendance and punctuality first-day response</p> <ul style="list-style-type: none"> - Rapid follow-up and parental engagement improve attendance, ensuring pupils access learning consistently 	<p>DfE: Rapid response improves attendance:</p> <p>Rapid-response and family engagement strategies increase attendance and learning access for disadvantaged pupils [educatione...ion.org.uk], [gov.uk].</p>	1
<p>Inclusion Team provide additional and targeted SEMH to support the wellbeing of children.</p>	<p>EEF: Nurture groups improve readiness for learning</p> <p>The review undertaken by the EEF on social and emotional learning (SEL) reported that, 'Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school'.</p>	1 & 6
<p>Social skills mini-lessons and structured carpet-time routines:</p> <ul style="list-style-type: none"> - Explicit teaching of turn-taking, listening, and sharing improves social readiness and classroom behaviour. 	<p>EEF: Social and emotional learning improves behaviour:</p> <p>SEL-embedded routines enhance social skills, classroom behaviour, and learning readiness [educatione...ion.org.uk], [educatione...ion.org.uk].</p>	1
<p>SEMH approaches embedded in PSHE and circle time to promote emotional literacy and resilience, enabling pupils to manage feelings and engage in learning.</p>	<p>EEF: SEL programmes improve emotional regulation:</p> <p>Embedding SEL in daily lessons supports emotional literacy and self-regulation (+4 months) [educatione...ion.org.uk], [educatione...ion.org.uk].</p>	6

<p>'I wish my teacher knew' boxes and worry monsters to encourage pupil voice and provides a safe outlet for concerns, reducing anxiety.</p>	<p>EEF: Pupil voice strategies improve wellbeing: Pupil voice and safe communication reduce anxiety and improve emotional wellbeing [educatione...ion.org.uk], [educatione...ion.org.uk].</p>	<p>6</p>
<p>Nurture groups, Positive Play, ELSA, LEGO therapy to build confidence, self-esteem, and positive relationships.</p>	<p>EEF: Targeted SEMH interventions improve engagement: Nurture groups and breakfast clubs improve school readiness and reduce lateness, particularly for vulnerable pupils [educatione...ion.org.uk], [educatione...ion.org.uk]. Targeted SEMH interventions strengthen engagement, resilience, and social skills</p>	<p>6</p>
<p>Children supported by SEMH interventions tailored to need to help pupils regulate emotions and overcome barriers to learning.</p>	<p>EEF: Individualised support improves emotional regulation: Graduated SEMH support plans bolster emotional regulation and attendance [educatione...ion.org.uk], [educatione...ion.org.uk].</p>	<p>6</p>
<p>High-quality SEMH lunch club and wrap-around provision</p>	<p>DfE: Extended provision supports wellbeing and attendance: Extended social play and structured routine increase wellbeing and attendance for disadvantaged pupils [educatione...ion.org.uk], [educatione...ion.org.uk].</p>	<p>1 & 6</p>

Total budgeted cost: £21,391

Teaching	Targeted academic support	Wider strategies	Total
£7,487	£9,626	£4,278	£21,391

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using PSC results and our own internal assessments. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils. At the end of year the number of disadvantaged pupils leaving EYFS with a GLD was significantly behind their non-disadvantaged peers

Good Level of Development	National 2024	Last year 2024 (12 children)	This year 2025 (30 children)
All children	67.7%	80%	83%
Boys	60.7%	68%	80% 15 children
Girls	75%	87%	86.7% 15 children
Pupil Premium	51.5%	67%	33 % 3 children of which 1 is also SEND
SEND	19.7%	50% (2)	25% 4 children

Pupil Premium outcomes are below both national and last year's figures, with only 33% (1 out of 3 children) achieving a Good Level of Development compared to 67% last year and 51.5% nationally. This creates a very large gap compared to non-PP children (88.9%), highlighting a need for targeted support for this group. We also need to be mindful that as Pupil Premium numbers are so low for this cohort individual progress has a huge impact on overall percentages. The areas that show the biggest gaps for PP children compared to their peers is PSED, C&L, Reading and Writing.

July 2025	Early Years 30 children	Year 1 50 children	Year 2 3 children did not pass in Year 1
National 2024	76.2% in word reading	79% nationally	89% nationally
ARE in phonics	83.3% in word reading	90% 5 children did not pass PSC this year	All children: 97% Retake: 33% 2 children out of 3 did not pass PSC
Pupil Premium	% in word reading (3 children)	100% (2 children)	NA
SEND	% in word reading (4 children)	100% (1 child)	33% (1 of 3 children)

PP attainment in phonics is strong: 100% (2/2) of PP pupils passed the Year 1 PSC, outperforming the overall cohort (90%) and national 2024 (79%), with no PP retakes in Year 2. Because PP cohorts are very small (3 in EY; 2 in Y1), each child causes a large percentage swing

	Reading		Writing TA		Maths		Combined (<u>R,W,M</u>)	
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS
National 2024	74%	29%	72%	13%	73%	24%	61%	8%
All Saints 2024	87%	49%	71%	23%	87%	40%	79.6%	14.8%
All Saints 2025	84.7%	39%	78%	27%	86.4%	35.6%	78%	23.7%
PP	66.7%	22%	55.6%	0%	88.9%	11%	55.6%	0%
SEND	40%	0%	40%	0%	40%	0%	40%	0%

At KS1, Pupil Premium children are achieving lower than their peers in reading and writing. In reading, 66.7% reached the expected standard compared to 84.7% of all pupils, and 22% achieved greater depth compared to 39%. Writing shows a bigger gap, with 55.6% at the expected standard versus 78% for all pupils, and none at greater depth compared to 27%. Combined reading, writing, and maths is 55.6% for PP children compared to 78% overall, with no PP children at greater depth. Maths is a relative strength, with 88.9% at the expected standard (slightly above peers), but greater depth remains low at 11% compared to 35.6%.

We know from research and national statistics that this gap will only continue to widen, therefore our strategy aims to provide our children a springboard from which to be best prepared for life as they move into Key Stage 2 and beyond. Typically when our children leave KS1 their attainment is lower in reading and writing than their non-disadvantaged peers.

Attendance for our PP pupils is around 97.8% and 91% for pupils with SEND, PP attendance is a strength at 97.8%, above the whole school (97.1%) and EAL (96.7%), showing strong engagement with PP families. Sustain this by keeping first-day calling, swift pastoral support, and practical help (breakfast club/transport/uniform) to prevent dips; monitor weekly and act on early warning signs

We have reviewed our 3 Year Strategy Plan and made changes to how we intend to use some of our budget this academic year to reflect our priorities based on data.

Part B: Review of outcomes for the 2024/25 academic year

This details the impact that our pupil premium activity had on pupils in 2024 to 2025

Overall Outcomes

Good progress Average progress Minimal progress

Achievement in phonics for Pupil Premium children is a significant strength, with results well above national expectations. Maths attainment at the end of KS1 is also strong and above national averages. Reading and writing outcomes are improving overall, but there are dips for PP children in some year groups, meaning targeted support in these areas across EYFS and KS1 is essential. Greater Depth remains a key focus for PP children at the end of KS1, and in EYFS, developing Communication & Language and Personal, Social and Emotional Development alongside reading and writing is a priority.

Teaching

Good progress Average progress Minimal progress

There has been good progress in developing staff understanding of how to adapt teaching to support children working towards expected standards. Teachers are increasingly confident in identifying and plugging gaps in learning to enable pupils to build new knowledge and understanding. Further work is needed to strengthen transition points and ensure that children who are working below expected standards receive timely and effective support to secure progress.

Targeted academic support

Good progress Average progress Minimal progress

There is strong evidence of progress through targeted interventions. Phonics Keep Up and Catch Up strategies are successfully supporting decoding skills, ensuring PP children maintain momentum in early reading. Maths Whizz and Toe by Toe are helping to address gaps in mathematical understanding and reading fluency, while the Little Wandle SEND programme is providing tailored support for SEND learners in KS1. These interventions are having a positive impact and need to be continually monitored to ensure consistency and sustained improvement.

Wider strategies

Good progress Average progress Minimal progress

Attendance and punctuality strategies are working well, with PP attendance above whole-school figures, supported by proactive measures such as day-one welfare calls, attendance letters, meetings, catch-up sessions, attendance contracts, and incentives. The inclusion team plays a key role in supporting families to maintain high attendance. Punctuality is now tracked to reduce missed learning time. SEMH provision is a strength, with well-trained staff and a wide range of interventions

available to meet individual needs. All children, regardless of barriers, are fully included in enrichment opportunities such as sport, music, and performance. This careful planning ensures every child can participate and succeed, enabling them to shine and represent the school confidently.

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
Rapid Writing	Pearson
Power Maths	Pearson
Rapid Maths	Pearson
Toe-by-Toe	Partners in Education
Little Wandle Phonics <ul style="list-style-type: none"> • Keep Up • Catch up • SEND • Spelling 	Letters and Sounds
Nuffield Early Language Intervention (NELI)	Pearson
Nessy	Nessy
Maths Whizz	Pearson
Mr Tongue	

Service pupil premium funding (optional)

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?	Not Applicable
What was the impact of that spending on service pupil premium eligible pupils?	Not Applicable

We used the [EEF's implementation guidance](#) to help us develop our strategy, alongside the [Education-evidence/teaching-learning-toolkit](#) This helped us prioritise our approach and spending based on the research exploring which strategies have the greatest impact. Our own data helped us identify our key focus for this year and re-shape our 3year plan accordingly. Aided by Ofsted research, papers released by the DfE and our own educational reading we continue to look for ways of using the funding to have the greatest impact and improve the lives for our most disadvantaged children.

