

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 Junior School Matlock
Number of pupils in school	220
Proportion (%) of pupil premium eligible pupils	33/220 15% overall
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	November 2025
Date on which it will be reviewed	On-going termly review Mid-year January 2026 End of year July 2026
Statement authorised by	Mr. Ben O'Connell
Pupil premium lead	Mrs. Cath Lee
Governor / Trustee lead	Mrs. Jo Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,573
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>	£53,573
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Part A: Pupil premium strategy plan

Statement of intent

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

We aim for all our children, regardless of background or barriers, to:

- Develop a love for learning
- Make good or better progress across all subjects
- Achieve high attainment, including those who are already high attainers
- Acquire the skills, knowledge and aspirations to lead fulfilling lives and access skilled employment

We are committed to nurturing academic, social and pastoral development within a loving, family-oriented school environment.

Quality First Teaching is central to our approach, including:

- High expectations for all pupils
- Adapted provision and reasonable adjustments to meet individual needs
- Carefully planned daily classroom practice aligned with our [Principles of Effective Teaching](#)

Our approach is guided by the following principles:

- **Equity:** Every child deserves the opportunity to succeed
- **Inclusion:** Provision is adapted to meet diverse needs
- **Evidence-informed practice:** Strategies are based on research and assessment
- **Sustainability:** Focus on long-term progress and embedded learning
- **Holistic development:** Academic, social and emotional needs are addressed

Within our statement we have considered the challenges faced by vulnerable children, including those with additional needs, children who are known or previously known to social care or who may be young carers themselves. Our statement reflects the opportunities planned to raise the aspirations and improve the life chances of all children in receipt of funding, regardless of whether they are disadvantaged or not.

Our strategy statement also continues to address the educational recovery following the COVID-19 pandemic and compliments the wider school plans in place for closing gaps and reducing barriers to learning. Our initial approach had been through the National Tutoring Programme; we continue to use our pupil premium funding to offer 1:1 or small group tutoring for children whose education has been worst affected, including non-disadvantaged children, this will be further supported by academic focused after-school clubs such as 'MTC', 'High Flier Maths' and 'Homework Clubs'

The approaches we have adopted complement each other and are underpinned by a rich and ambitious curriculum diet that reflects our context and unique needs. This is continually adapted, planned and delivered by our skilled and dedicated teaching team, designed to build on both prior learning and learning during the day and prepare our children both disadvantaged and non-disadvantaged for what comes next. It prioritises foundational knowledge until this is overlearned and deeply embedded and any gaps in understanding are addressed.

Challenges

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

Challenge number	Detail of challenge
1	Reading assessment data and tracking of benchmarking shows that reading stamina, prosody and fluency continue to be a challenge for our disadvantaged children. They are unable to move onto more complex age-related texts due to limited understanding of context and comprehension. Reduced access to good quality texts or understanding of texts read at home. Lack of opportunities to talk to others about what they have read and hearing quality texts read to them.
2	Overall attainment in MTC at Year 4 and book scrutiny highlights insecure foundational knowledge in number: understanding of place value, fluency in times tables and inability to transfer knowledge into problem solving tasks: notably 2 step word problems due to reduced capacity to read or comprehend.
3	Three year trends show that our disadvantaged children often lack fluent transcription skills (handwriting and spelling), which overloads working memory and limits their ability to compose extended, coherent writing. Ofsted and EEF evidence show that systematic teaching and practice of transcription is essential to remove this barrier and enable pupils to access the full writing curriculum.
4	Monitoring of internal data, including behaviour, exclusion, well-being, children's surveys and SEMH interventions note a rise in mental health issues particularly around anxiety and low self-esteem for our disadvantaged children. These are having an impact on levels of attainment and ability to self-regulate and attend to learning in lessons.
5	A proportion of disadvantaged pupils have inconsistent punctuality and readiness for learning on arrival at school including equipment and resources: homework, drinks bottle, lunch, Forest School Kit, swimming kit, reading book bags, PE kits and a coat.
6	Tracking club uptake, trip attendance and homework completion indicates that a significant proportion of disadvantaged pupils are experiencing reduced ability to participate in life enriching activities such as music tuition, out of school sports and activities and trips out of the area due to larger, low income or busy working families.

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>Disadvantaged pupils will demonstrate improved reading fluency, prosody, and stamina, enabling them to access and comprehend age-appropriate texts with increasing independence. Pupils will show greater understanding of context and vocabulary through regular exposure to high-quality texts, structured opportunities to discuss reading, and consistent modelling of fluent reading.</p> <p>Above average attainment in Reading fluency and comprehension</p>	<ul style="list-style-type: none"> • Benchmarking progress: Pupils show measurable improvement in reading age and fluency scores • Standardised assessments: Improved outcomes in NTS or SATs reading papers, particularly in comprehension and inference questions. • Reading fluency checks: Regular teacher-led fluency assessments show improved pace, expression, and accuracy. • Prosody and stamina: Pupils can sustain reading for longer periods and demonstrate expressive reading in guided or independent sessions. • Pupil Voice: Pupils report increased enjoyment and confidence in reading. • Pupils can articulate understanding of texts and discuss characters, themes, and vocabulary. • Engagement with Texts: Increased borrowing of books from school libraries or reading corners. • Home Engagement Evidence of increased reading at home through reading logs, parent feedback, or home-school communication. • Teacher Feedback Teachers report improved engagement and comprehension during whole-class reading and guided reading sessions. • Staff note increased vocabulary use and contextual understanding in pupils' writing.
<p>Disadvantaged pupils in Year 4 and across the school will develop secure foundational number knowledge, including place value and times tables fluency, enabling them to apply mathematical understanding confidently in problem-solving tasks, particularly multi-step word problems. Resulting in improved attainment in maths at ARE and GDS and in the MTC assessment.</p>	<p>Number</p> <ul style="list-style-type: none"> • Children demonstrate confidence in partitioning and recomposing numbers in varied contexts. • Book scrutiny shows consistent use of correct mathematical language and representations (e.g. number lines, base 10, place value charts). <p>Times Tables Fluency</p> <ul style="list-style-type: none"> • Children show automatic recall of multiplication facts up to 12×12 in low-stakes quizzes and fluency tasks. • Children apply times tables knowledge in reasoning and problem-solving tasks without prompting. <p>Problem Solving & Reasoning</p>

	<ul style="list-style-type: none"> • Children can independently solve 2-step word problems involving all four operations. • Books show increased use of strategies such as bar models, jottings, and written methods to support problem solving. • Children explain their reasoning verbally or in writing using appropriate mathematical vocabulary. <p>Reading Comprehension in Maths</p> <ul style="list-style-type: none"> • Children demonstrate improved ability to decode and comprehend mathematical vocabulary and instructions. • Children engage with word problems confidently and with reduced adult scaffolding.
<p>In LKS2 children develop automaticity in handwriting and spelling, reducing cognitive load this leads to:</p> <ul style="list-style-type: none"> ✓ Increased writing stamina and quality, enabling extended, coherent compositions. ✓ Accelerated progress in writing for disadvantaged pupils, narrowing the attainment gap. ✓ Improved confidence and engagement in writing tasks. ✓ Reduced reliance on scribes or access arrangements in KS2 assessments. 	<p>Improved Fluency in Transcription</p> <ul style="list-style-type: none"> • Disadvantaged pupils will develop automaticity in handwriting and spelling, reducing cognitive load during writing tasks. • 90% of disadvantaged pupils meet age-related expectations for handwriting and spelling by the end of KS2. • Writing samples show increased length and coherence compared to baseline. • Reduction in pupils requiring scribes for KS2 SATs. • Positive pupil voice feedback on confidence in writing.
<p>Disadvantaged pupils experiencing anxiety and low self-esteem are supported through targeted SEMH interventions, resulting in improved emotional well-being, self-regulation, and engagement in learning, with a positive impact on attainment.</p>	<p>Emotional Well-being & Mental Health</p> <ul style="list-style-type: none"> • Reduction in reported anxiety and low self-esteem in pupil surveys and well-being check-ins. • Increased engagement with SEMH interventions (e.g. ELSA, nurture groups), with positive feedback from pupils and staff. • Fewer incidents recorded in behaviour logs linked to emotional dysregulation. <p>Behaviour and Self-Regulation</p> <ul style="list-style-type: none"> • Pupils demonstrate improved ability to self-regulate using taught strategies (e.g. Zones of Regulation, emotion coaching). • Staff report increased pupil readiness to learn and reduced time spent managing emotional needs during lessons. <p>Engagement</p> <ul style="list-style-type: none"> • Increased participation in class discussions, group work, and independent tasks. • Pupils show greater resilience and perseverance in learning activities. <p>Academic Impact</p> <ul style="list-style-type: none"> • Evidence from book scrutiny and teacher assessments shows improved focus and task completion.

	<ul style="list-style-type: none"> Disadvantaged pupils make expected or better progress in core subjects, particularly where SEMH was previously a barrier. Staff note improved attitudes to learning and reduced need for adult reassurance or intervention. <p>Pupil Voice & Staff Observations</p> <ul style="list-style-type: none"> Pupil voice reflects a sense of belonging, safety, and confidence in school. Staff feedback indicates improved relationships and trust between pupils and adults. Pupils can articulate strategies they use to manage emotions and stay focused.
<p>A greater proportion of disadvantaged pupils consistently arrive at school on time and fully prepared for learning, with the necessary equipment and resources including homework, drinks bottles, lunch, Forest School kit, swimming kit, reading book bags, PE kits, and coats.</p>	<p>Improved Punctuality</p> <ul style="list-style-type: none"> Reduction in the number of late arrivals among disadvantaged pupils over the academic year. Weekly attendance and punctuality reports show consistent improvement term by term. <p>Preparedness for Learning</p> <ul style="list-style-type: none"> 90% of disadvantaged pupils arrive with all required equipment (e.g. PE kits, reading books, coats) on at least 4 out of 5 school days. Staff report a noticeable improvement in pupils' readiness for lessons in termly surveys or logs. <p>Parental Engagement</p> <ul style="list-style-type: none"> Increase in parental engagement through workshops (Solihull parenting) or support sessions (Coffee mornings) focused on routines and organisation (e.g. at least 3 sessions per term with 60%+ attendance from targeted families). Positive feedback from parents/carers on support provided (via surveys or informal feedback). <p>Pupil Voice</p> <ul style="list-style-type: none"> Pupils report feeling more prepared and confident at the start of the school day in termly pupil voice surveys or focus groups. Pupils can articulate the importance of being ready for learning and demonstrate improved organisational habits. <p>Staff Observations</p> <ul style="list-style-type: none"> Teachers and support staff note a reduction in lost learning time due to missing resources or late arrivals. Fewer incidents of pupils missing out on activities due to lack of equipment (e.g. swimming, Forest School).

Disadvantaged pupils have prioritised access to life-enriching opportunities such as music tuition, sports clubs, educational trips, and cultural experiences, regardless of family income or circumstances, leading to improved engagement, confidence, sense of belonging and readiness for life beyond school.

Increased Participation

- At least 80% of disadvantaged pupils participate in at least one enrichment activity per term (e.g. music, sport, trip).
- Uptake of previously under-attended activities (e.g. residential, out-of-area trips) by disadvantaged pupils increases by 30% over the year.

Improved Engagement and Confidence

- Pupil voice surveys show increased enjoyment, confidence, and sense of belonging among disadvantaged pupils involved in enrichment activities.
- Staff observations and reports indicate improved social skills, teamwork, and self-esteem in participating pupils.

Equitable Access

- No disadvantaged pupil is prevented from participating in enrichment activities due to financial or logistical barriers.
- All disadvantaged pupils are offered funded or subsidised access to at least one cultural or sporting experience annually.

Parental Involvement and Awareness

- Increased parental engagement with enrichment opportunities through targeted communication (e.g. termly newsletters, personalised invites).
- Positive feedback from families on the impact of supported access to enrichment activities.

Readiness for Life Beyond School

- Pupils demonstrate increased awareness of wider opportunities and aspirations through participation in enrichment activities.
- Evidence from pupil reflections or exit interviews shows improved confidence in trying new experiences and engaging with unfamiliar environments.

Monitoring and Evaluation

- Participation data is tracked termly and used to inform targeted support and funding decisions.
- Gaps in access between disadvantaged and non-disadvantaged pupils are narrowed or eliminated by end of academic year.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 12,417

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff prioritise disadvantaged pupils through high quality teaching and with questioning, 'in the moment feedback' and post teaching based on Principles of Effective Teaching</p> <p>Training on identifying and removing barriers to disadvantage through targeted teaching, supportive environments, adaptive teaching and peer-to-peer coaching</p>	<p><i>Investing in high quality teaching for these pupils is a top priority for Pupil Premium spending.</i></p> <p><i>Focus on classroom practice that disproportionately benefits disadvantaged learners.</i></p> <p>Adaptive teaching (DfE Standard 5) focuses on responding to pupils' needs in the moment, rather than rigid differentiation. It removes barriers by:</p> <ul style="list-style-type: none"> • Using scaffolds and supports without lowering expectations • Adjusting instruction based on ongoing assessment • Creating inclusive environments for all learners <p>Feedback has very high impact for very low cost (+6 months progress on average) when it is:</p> <ul style="list-style-type: none"> • Timely (often immediate during learning) • Specific and actionable • Focused on moving learning forward, not just correcting work <p>EEF recommends planning how pupils will use feedback and integrating it with formative assessment strategies.</p>	<p>Challenge 1, 2, 3</p>

<p>Little Wandle Fluency and SEND programme Year 3 to support transition for children in Year 3 who are working below, or way below ARE or who didn't pass phonics screening in Year 1 (1 child)</p> <p>Regular release time for Year 3 teachers to work with Year 2 teachers and phases leaders to plan using the Little Wandle Training materials Fluency in Year 2 and Year 3.</p> <p>Continued sourcing of resources made to support teaching of phonics and Bridge to Spelling to improve reading and oracy</p>	<p>Our strategy is underpinned by Education Endowment Foundation (EEF) research, particularly the <i>Improving Literacy in Key Stage 1 and 2</i> guidance reports. These highlight the importance of explicitly teaching reading fluency—including prosody and stamina—as well as developing pupils' comprehension through structured discussion and exposure to high-quality texts.</p> <p>EEF evidence strongly supports systematic phonics and fluency interventions for pupils below ARE, particularly those who missed early milestones. Structured programmes like Little Wandle, combined with cross-phase collaboration and targeted CPD, are among the most effective ways to close literacy gaps and secure successful transition into KS2.</p>	<p>Challenge 1, 3 and 4</p>
<p>Daily Supported Reading or Fluency Sessions Short, focused sessions using echo reading, choral reading, and repeated reading to build fluency and prosody.</p> <p>Use of High-Quality Texts Across the Curriculum Embed rich, age-appropriate literature in English and foundation subjects to increase exposure and stamina.</p>	<p>☑ Ofsted states that <i>reading is the gateway to learning</i> and pupils who cannot read fluently will struggle to access the full curriculum. Catch-up is essential for disadvantaged pupils who have fallen behind, and rigorous early intervention reduces later gaps. Their inspection framework emphasizes fidelity to structured reading approaches and targeted support for those behind. [educationi...log.gov.uk]</p> <p>EEF describes fluency as a bridge between decoding and comprehension. Without fluency, pupils expend cognitive effort on word recognition rather than understanding text. Developing oral reading fluency improves comprehension and overall attainment</p> <p>We recognise that disadvantaged pupils often have reduced access to rich reading experiences at home, and therefore our approach includes regular opportunities to hear quality texts read aloud, engage in dialogic reading, and participate in targeted interventions. This aligns with EEF evidence on the impact of oral language interventions and reading comprehension strategies, both of which are shown to have high impact for disadvantaged learners when implemented consistently. Our strategy also supports</p>	<p>Challenge 1</p>

	parental engagement, another key EEF strand, by promoting reading at home and improving access to quality texts beyond the classroom	
<p>Explicit Vocabulary Instruction Teach tiered vocabulary from high-quality texts to support comprehension and contextual understanding.</p>	<p>Ofsted’s English Research Review highlights that vocabulary knowledge is a strong predictor of reading comprehension and overall academic success. Pupils with limited vocabulary struggle to access complex texts and the wider curriculum, which disproportionately affects disadvantaged learners. [gov.uk]</p> <p>Research shows that children from the lower starting points enter school with less than half the vocabulary of their peers (approx. 3,000 vs. 7,100 root words), and this gap widens without targeted intervention. Poor vocabulary is a primary cause of declining reading comprehension and leads to lower outcomes for disadvantaged pupils</p>	Challenge 1, 3 and 4
<p>Daily Number Fact Fluency Practice Use structured programmes like Maths Whizz or <i>Fluency Five in Five</i> to build automaticity.</p> <p>Explicit Teaching of Place Value Concepts Use manipulatives (e.g. base ten blocks, place value counters) and visual representations to deepen understanding.</p> <p>Use of Mathematical Vocabulary and Stem Sentences Embed language structures to support reasoning and comprehension of word problems.</p> <p>Subscription to Maths Whizz and TT Rockstars to further support building of fluency and times tables to embed knowledge.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>This includes repeated practice and revisiting of foundational knowledge until fluent.</p> <p>Stem sentences provide a framework for pupils to articulate reasoning with clarity and accuracy. They reduce cognitive load by focusing on <i>what to say rather than how to say it</i>, enabling pupils to explain concepts and generalise ideas. (Third Space Learning)</p> <p>Number of readers required for disadvantaged children in assessments s disproportionately high.</p>	Challenge 2 and 4

<p>Daily Transcription and spelling Practice</p> <ul style="list-style-type: none"> • 10–15 minutes of focused handwriting and spelling practice using structured programmes • Daily dictation exercises to reinforce spelling and sentence structure. • Explicit teaching of spelling patterns through systematic programmes <p>Pre-Teaching and Overlearning</p> <ul style="list-style-type: none"> • Short, targeted sessions before whole-class writing lessons to rehearse key vocabulary and spelling. <p>Integrated Writing Opportunities</p> <ul style="list-style-type: none"> • Apply transcription skills in meaningful writing tasks across the curriculum. • Provide scaffolds (sentence starters, writing frames) to support composition. 	<p>EEF Toolkit highlights that explicit teaching of spelling and handwriting can improve writing fluency and quality, especially for pupils with weaker foundational skills. Research on cognitive load theory supports the idea that fluent transcription frees working memory for higher-order writing processes.</p> <p>EEF recommends writing across the curriculum to reinforce skills in varied contexts.</p> <p>Evidence from writing moderation across the Peak and Dales Hub supports: scaffolding is a proven strategy for supporting learners with weaker literacy foundations, gradually building independence.</p>	<p>Challenge 3 and 4</p>
<p>SEMH approaches embedded into routine educational practices through taught PSHE and Circle Time in the Classroom and use of resources such as The Worry Book to help prepare children for everyday difficulties and enable them to overcome these themselves.</p> <p>Taught metacognitive strategies so children understand failure and are better placed to deal with it – aligns with SDP 2025 Priority 2</p>	<p>Evidence associating childhood social and emotional skills with improved outcomes at school and in later life suggests that readiness to learn impacts directly on outcomes (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>West Sussex OAIP Guide:</p> <p>We understand from this research model that a successful curriculum is one that is adapted and ambitious and effectively meets the needs of all learners. Our staff are aware of all our children; their protected characteristics and those from disadvantaged groups and understand the nature and impact of these and how-to best plan and respond expertly.</p> <p>eef-guidance-reports/metacognition/EEF Metacognition and self-regulated learning.pdf?v=1728575508</p>	<p>Challenge 1, 2, 3, 4 and 5</p>

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

Budgeted cost: £19,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading Comprehension Strategies Teach pupils to summarise, predict, clarify, and question using reciprocal reading or similar approaches in support group and guided reading</p> <p>Paired Reading with Trained Adults or Peers Builds fluency, confidence, and motivation through regular supported practice.</p> <p>Continued professional development for TA's</p>	<p>EEF Literacy Guidance recommends teaching comprehension strategies explicitly; impact is typically +6 months progress when implemented well.</p> <p>Research shows reciprocal reading improves comprehension through collaborative dialogue and time to process retrieval knowledge.</p> <p>IDSR 2025 three-year trends show 'above average' outcomes for disadvantaged learners at end of key stage</p>	<p>Challenge 1</p>
<p>Small Group or 1:1 Reading Interventions Use structured programmes like <i>Little Wandle</i> or <i>Toe-By-Toe</i> for pupils below age-related expectations.</p>	<p>The Education Endowment Foundation highlights that small-group or 1:1 tuition can add up to +4 to +5 months progress, especially when delivered by trained adults and linked to classroom learning.</p>	<p>Challenge 1</p>
<p>One-to-one and small group daily intervention in Little Wandle Fluency phonics Year 3 Bridge to Spelling and for all including disadvantaged children to rapidly close gaps in attainment and progress.</p>	<p>Selection guided by pupil assessment in Year 2. Use one-to-one and small- group teaching involving structured interventions from the Little Wandle program. There is consistent evidence the approach supports children struggling with aspects of spelling and phonics. Moreover this is with a skilled HLTA from the infants who knows the child the best.</p> <p>education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Small-group support is more likely to be effective when:</p> <ol style="list-style-type: none"> 1. children with the greatest needs are supported by the most experienced staff; 	<p>Challenge 1 and 3</p>

	<p>2. training, support and resources are provided for staff using targeted activities;</p> <p>3. sessions are brief and regular; and</p> <p>4. explicit connections are made between targeted support and everyday activities or teaching.</p>	
<p>After and during school Small Group Maths Interventions Using planned evidence-based programmes</p> <p>Times Tables Support Structured practice using apps like <i>TT Rockstars</i>, <i>Hit the Button</i>, or <i>Maths Whizz</i></p> <p>Pre-Teaching and Overlearning Introduce key concepts ahead of whole-class teaching to build confidence and reduce cognitive load.</p> <p>Use of Diagnostic Assessment Tools Identify gaps in number knowledge and tailor interventions accordingly (e.g. NTS assessments).</p>	<p>EEF Catch Up Numeracy:</p> <ul style="list-style-type: none"> Structured one-to-one or small-group sessions delivered by trained TAs produced +3 months additional progress for pupils struggling with numeracy, including those eligible for Free School Meals (FSM). [education...ion.org.uk] Learners achieved more than double the expected progress in number age over 5 months, improving confidence and independence <p>Pupil voice (2025 Sept.) cite Maths Club is one of the most popular clubs and is attended the most regularly by% disadvantaged children</p> <p><i>EEF trials and systematic reviews confirm that structured small-group maths interventions, times tables practice using digital tools, pre-teaching, and diagnostic assessment significantly improve attainment for disadvantaged pupils.</i></p>	Challenge 1
<p>1:1 Tuition: From January prioritising disadvantaged pupils in upper KS2 - children benefit from a safe environment working with their class teacher where they can ask questions without fear of judgment, building confidence and motivation. This is crucial for learners who may feel disengaged in whole-class settings or have gaps in their learning</p>	<p>EEF Teaching & Learning Toolkit:</p> <ul style="list-style-type: none"> One-to-one tuition delivers around +5 months of additional progress on average, making it one of the most effective interventions for closing attainment gaps when implemented well. <p>National Tutoring Programme (DfE):</p> <ul style="list-style-type: none"> Designed to target disadvantaged pupils, tutoring has been shown to significantly accelerate progress and is included in the Pupil Premium menu of approaches. <p>IDSR data released October 2025 shows:</p>	Challenge 1,2,3,4
<p>Handwriting Intervention Groups</p> <ul style="list-style-type: none"> Small-group sessions for pupils with persistent handwriting difficulties. Include fine motor skill exercises and adaptive tools where needed. 	<p>The Education Endowment Foundation (EEF) highlights that targeted interventions in small groups can be highly effective for disadvantaged pupils when focused on specific skills. Occupational therapy research supports the use of structured handwriting programs combined with fine motor activities for improving legibility</p>	Challenge 3

	and speed. Writing fluency often underpins slower attainment progress	
<p>SEMH Intervention: TA's and HLTA's trained to deliver Nurture, Positive Play, Circle of Friends ELSA and Lego Therapy.</p> <p>Sessions timetabled weekly and disadvantaged children prioritised.</p> <p>The Inclusion Team coordinate and identify children's needs, Boxall Profiles provide staff training, ELSA assessments and triaging assessments.</p>	<p>Our inclusive SEMH program of LEGO therapy, Nurture, ELSA is aimed at our disadvantaged pupils as a priority.</p> <p>Research and evidence from Boxalls and frequency of incidents and dysregulations forms shows that our children benefit exponentially from these programs. Thus ensuring high attendance, greater levels of attainment, improved socialisation and mental health reducing incidents of dysregulation.</p> <p>The Nurture Group research shows:</p> <p><i>Increase educational attainment for the most vulnerable and disadvantaged pupils: Children and young people with special educational needs, poor mental health or living in poverty are much more likely to get excluded and to have lower educational outcomes (Gill, Quilter-Pinner, and Swift 2017). By increasing the chances of having vulnerable and disadvantaged students remain in schools, nurture groups help break the cycle of intergenerational poverty by removing the barriers to learning and succeeding in schools</i></p> <p>/Nurture-Groups-Booklet-Dec-2019.pdf</p>	Challenge 1, 2, 3, 4 and 5

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

Budgeted cost: £21,936

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>3x weekly MTC club 2x weekly Maths club and 2x weekly Homework Hang-out</p> <p>By invitation only – priority to disadvantaged pupils</p>	<p>Extended school time means extending core teaching through homework clubs, MTC and maths clubs and has shown from previous years to have regular and positive attendance for children from Year 3 and Year 4 who are 100% more likely to complete their homework thus impacting on their learning.</p> <p>These are led by well-qualified and well-trained staff. Homework, MTC and after school maths club are all oversubscribed (there is a waiting list) and disadvantaged and SEN children are targeted first</p>	<p>Challenge 3, 4, 5</p>
<p>High quality Wrap-Around Provision before and after-school. Breakfast Club 8am – 9am daily run by two SEMH trained TA's</p> <p>Free access 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. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average</p>	<p>Challenge 1, 2, 3, 4, 5 and 6</p>

<p>High quality SEMH Lunch Club providing opportunities for modelled and enriched play. before and after-school. Breakfast Club 8am – 9am daily run by two SEMH trained TA's</p> <p>By invitation only – priority to disadvantaged pupils</p>	<p>Established in the library daily enabling the children to access books from a wide range of topics; computers linked to curriculum programs; board games to encourage turn-taking and group participation; sewing kits; craft; small world play; construction. As well as promoting well-being this a calm safe place to stay and play and build relationships.</p> <p><i>Creating an inclusive environment is the most important thing a school can do. An inclusive culture is a prerequisite for an effective school: it brings happiness, a feeling of safety and being part of the community, and, of course, it impacts positively on learning, both in the classroom and beyond. It is our job to prepare pupils to flourish and feel truly included in society.</i></p> <p>EEF Supporting attendance – building a community of belonging</p>	<p>Challenge 1, 2, 3, 4, 5 and 6</p>
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<p>Embedding principles of good practice set out in the DfE's guidance on Attendance</p> <p>Weekly Watchlist shared with all colleagues at Monday Briefing and step-by-step approach to supporting families clearly followed every day.</p> <p>Monitoring of Punctuality shared daily and tracked</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> <p>Continued training and release time for all staff including the Office team to embed procedures and ensure that any newly appointed staff are familiar with our approach.</p> <p>HoS part of the Trust Attendance Team, meeting every six weeks to review the Trust approach in-line with county and government principals and strategies.</p> <p>This is fed-back to the SLT and school community.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils</p> <p>Working together to improve school attendance - August 2024.pdf</p>	<p>Challenge 1, 2, 3, 4, 5 and 6</p>
<p>Engaging with our families facing the most challenges and ensuring all pupils are ready for school with appropriate uniform, PE kit and resources.</p> <p>Support for families through discrete ways: (pre-loved rack, stock of swimming kits and towels donated by staff, shoes and coat rack, book bags and equipment packs to collect on arrival if necessary, lunchboxes for FSM children on school visits, Forest Schools kit provided, free sanitary products – no need to ask</p> <p>Our family support worker signposts all families to coffee mornings, parenting workshops, foodbanks and donated items for ne mums and toddlers using family knowledge and</p>	<p>Evidence of: Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>EEF Teaching-learning-toolkit/parental-engagement</p> <p>Evidence of disengagement with school and other activities due to costs or other factors such as: previous experience with school, transport difficulties, uniform cost, swimming kit, ability to purchase and source equipment, cost of living, form filing, adult literacy.</p>	<p>Challenge 1, 2, 3, 4, 5 and 6</p>

<p>Solihull Parenting Group can support discretely including form filling and applications for funding including FSM.</p>		
<p>Disadvantaged pupils have equitable and priority access to enrichment opportunities, including music tuition, sports clubs, and educational trips. Increased participation improves cultural capital, confidence, and social development. Enhanced engagement and motivation positively impact attendance, behaviour, and academic attainment.</p>	<p>At least 80% of disadvantaged pupils participate in one or more enrichment activities each term.</p> <p>Positive correlation between enrichment participation and improved attendance, engagement, attainment.</p> <p>Reduction in reported barriers from parents (financial/logistical).</p> <p>EEF research reports that there is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.</p> <p><i>There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment.</i></p> <p><i>Where the arts are being taught as a means to boost academic achievement for those eligible for the pupil premium.</i></p> <p><i>Growth mindset tempers the effects of poverty on academic achievement</i></p>	<p>Challenge 1, 2, 3, 4, 5 and 6</p>
<p>The use of funding to ensure individual music lessons, resources or transport for disadvantaged pupils</p> <p>Development of wider offer to reflect gaps in experiences with particular focus on targeting opportunities for disadvantaged children</p>	<p>Music tuition and enrichment build cultural capital, confidence, and engagement.</p> <p>Transport support removes practical barriers for disadvantaged families.</p> <p>Wider offer addresses gaps in experiences, improving attendance, wellbeing, and attainment.</p> <p>Evidence of disengagement for many of these families with extra-curricular activities further evidence suggests this is to do with: lack of kit, instrument, time or other factors such as transport or ability to be collected. Sports Leader and music leader working closely with families to provide support</p> <p>Our priority is to provide a stronger and more robust offer for our PP families.</p> <p>90% of our disadvantaged children already engage with our enrichment off and free music tuition.</p>	<p>Challenge 5 and 6</p>

Total budgeted cost: ££53,573

Teaching	Targeted academic support	Wider strategies	Total
£12,417	£19,220	£21,936	£53,573

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.

Following analysis of our school’s disadvantaged pupil’s reported and internal assessment data; soft data (attendance, punctuality and SEMH) trends indicate that our disadvantaged children attend well (95.7% above NA) arrive in a timely manner (0.2% lateness) and achieve broadly in line at ARE with their non-disadvantaged peers.

Our families continue to be closely supported by our inclusion team and FSW who built very strong bonds with disadvantaged families last year resulting in previous low attenders being at school regularly (increase from 69% to 85%) this included daily check-ins and home pick-ups when required. Our brand-new evening Wraparound Care including free school run breakfast club on both sites which is well attended (60% of children at both before and after school are disadvantaged). Our range of enrichment activities has also broadened for 2025-2026.

Maths continues to be a strength (87% vs 90% at ARE) attributable to a clear diet, strong curriculum, after-school 1:1 tutoring and targeted maths groups during and after school. Rapid progress is made in reading (73% in Year 3 to 95% in Year 6 reading at ARE book bands) through Little Wandle Catch-up programmes in Year 3, priority reading, and group readers in LKS2 and individualised support using toe-by-toe; our disadvantaged children are supported with reading by volunteers and through our library groups at lunchtime.

Skilled planned and carefully scaffolded teaching, marking and feedback ensured that disadvantaged children’s writing has improved from 64% in 2024 to 75% in 2025 with 18% achieving GDS. This is an area we will continue to strengthen through training and leadership focus.

Year 4 children identified for MTC groups and additional times tables rockstars time in school, ensuring that 100% of our disadvantaged children achieved a score of 22 or above which exceeds National Average.

Data	School (All Pupils)	School (Disadvantaged)	School (Non-Dis.)	National (All Pupils)	National (Disadvantaged)	National (Non-Dis.)
EYFSP Good Level of Development	83.3%	33.3%	88.9%	67.7% (2024)	Not Published	Not Published
KS1 Phonics Screening Check	90%	100%	98.4%	80% (2025)	67% (2025)	84% (2025)
Year 4 MTC Average Attainment Score	22.31	22	22.36	20.6 (2024)	18.9 (2024)	21.3 (2024)
Year 4 MTC Scored 25 Marks	52.9%	28.6%	56.8%	34% (2024)	25% (2024)	37% (2024)
KS2 SATS Combined RWM Measure EXS	86.2%	69.2%	91.1%	62% (2025)	47% (2025)	69% (2025)
KS2 SATS Reading EXS	87.9%	69.2%	93.3%	75% (2025)	63% (2025)	81% (2025)
KS2 SATS Writing EXS	87.9%	76.9%	91.1%	72% (2025)	59% (2025)	78% (2025)
KS2 SATS Maths EXS	89.7%	76.9%	93.3%	74% (2025)	61% (2025)	80% (2025)

Whole School Attendance			
Groups	Students	All Student Groups	Search this table
Name	Today	Average This Ye...	National Avera...
Ever 6 FSM	93.5%	95.4%	92.8%
FSM	93.5%	95.4%	92.8%
Disadvantaged	93.9%	95.7%	92.9%
Pupil Premium...	93.9%	95.7%	93%

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 maths typically show sustained increases. Reading and writing continue to improve with dips in certain year groups and less children making GDS This needs targeted support and thorough teaching of foundational knowledge to strengthen achievement in early writing and reading fluency.

Teaching

Good progress Average progress Minimal progress

There is good progress in understanding the adaptations needed to ensure children can achieve and thrive however this needs to continue to enable children to continue to build on the knowledge and understanding gained in the previous year. Transition points are the key.

Targeted academic support

Good progress Average progress Minimal progress

There is evidence that pupils in Key Stage 1 are making good progress from stronger end points at Early Years this translates into a strong start at KS2 The use of Maths Whizz is further supporting children's foundational knowledge and fluency, supporting strengthening attainment. Little Wandle SEND programme used in Year 3 builds on phonics outcomes at KS1 and ensures robust teaching of reading fluency in LKS2

Wider strategies

Good progress Average progress Minimal progress

Supporting and sustaining attendance at All Saints' is robust and has excellent results over time. Where individuals have found attendance challenging, teachers and the Inclusion Team have provided support which has enabled attendance to rapidly improve. Punctuality is now being tracked in order to reduce missed learning.

All children engage with all opportunities, regardless of barriers. This is carefully curated and planned to ensure children are included and supported to take part. As a result, all children are enabled to shine in sport, music, performing, representing the school and wider provision.

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
Word Blaze	Pearson
TT Rockstars	TT Rockstars
Power of 2	One to One Coaching System
Toe – by – Toe	Partners in Education
Maths Whizz	Maths Whizz
Nelli	Pearson
Little Wandle Phonics	Little Wandle
Little Wandle Spelling	Little Wandle

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

Further information (optional)

We used the [EEF's implementation guidance](#) to help us develop our strategy, alongside the [Education-evidence/teaching-learning-toolkit](#). This helped us to prioritise our approach and spending based on the research exploring which strategies have the greatest impact. We also consulted national guidance from CPAG and Working Together to Improve School Attendance to support our plans for wider strategies to support children and families. Our own data helped us identify our key focus for this year and re-shape our 3-year 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.