



Primary School

This statement details All Saints' C of E Primary School's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged Children.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged Children last academic year.

School overview

Detail	Data
Number of Children in school	330
Proportion (%) of pupil premium eligible Children	3% (11 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	To August 2028
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Pupil Premium Governor on behalf of the Full Governing Body
Pupil premium lead	Mr Raza Rizvi Deputy Headteacher
Governor / Trustee lead	Mrs Caroline Falconer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,045
Recovery premium funding allocation this academic year	£0
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>	£20,045



Part A: Pupil premium strategy plan

Statement of intent

At All Saints' C of E Primary School, we are committed to ensuring that all children, regardless of their background or the challenges they may face, make strong progress and achieve well across the curriculum. We place equal importance on children's academic success, wellbeing and personal development, recognising that these are closely linked.

Although the proportion of children entitled to Pupil Premium funding at All Saints' is lower than the national average, these children remain a key focus within our school community. We recognise that disadvantage can take many forms and that, particularly in the context of ongoing financial pressures for families, some children may experience similar barriers to learning without qualifying for additional funding. The approaches outlined in this strategy are therefore designed to support identified Pupil Premium children while also strengthening provision for other children who may face comparable challenges.

Our strategy is rooted in evidence-informed practice. We recognise, in line with Education Endowment Foundation guidance, that high-quality teaching has the greatest impact on improving outcomes for disadvantaged children. As a result, we prioritise investment in staff professional development, adaptive teaching strategies and high-quality classroom practice, ensuring that children are supported to keep up or catch up within lessons wherever possible.

Alongside this, we use targeted intervention, pastoral and SEMH support, and strong home-school partnerships to address barriers that may prevent children from fully accessing learning. We are particularly mindful of the lasting impact of the COVID-19 pandemic and wider societal pressures, which have contributed to increased gaps in attainment, wellbeing and attendance for some children.

Through a combination of high-quality teaching, timely intervention and relational support, we aim to reduce these gaps, enabling children entitled to Pupil Premium funding to achieve age-related expectations or make accelerated progress, while also developing the confidence, resilience and self-regulation they need to thrive both in school and beyond.

More information is available on the Department for Education website: www.education.gov.uk/schools/Childrensupport/premium



Challenges

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

Challenge number	Detail of challenge
1	Meeting the diverse and complex needs of children with EHCPs and other additional needs so that they can make effective progress across the curriculum remains a challenge.
2	For some Pupil Premium children social, emotional and mental health (SEMH) needs and barriers are hindering engagement and learning; this includes regulation, attendance risk and lower readiness to learn.
3	Parental engagement and two-way communications vary; some families of disadvantaged pupils need more targeted support to enable consistent home learning and attendance.

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
Children eligible for Pupil Premium funding make expected and better than expected progress by the end of phase assessments	Children eligible for Pupil Premium funding make rapid and sustained progress in core subjects by the end of phase
Children eligible for Pupil Premium funding, where necessary, access additional support to remove barriers to learning.	Mental Health and Wellbeing program, where appropriate, identifies progress of children eligible for Pupil Premium funding and attendance, friendships and outcomes are good
Staff have a secure understanding of Quality First teaching (adaptive strategies) and how to support children who are entitled to Pupil Premium funding to keep up or catch up with their peers.	Children entitled to Pupil Premium funding achieve age expected expectations in core subjects by the end of phase assessment or are making significant accelerated progress towards ARE



Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year (2025-2026)** to address the challenges listed above.

Teaching

Including example, CPD, recruitment and retention

Budgeted cost: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Target Pupil Premium funding to ensure children achieve Age-Related Expectations (ARE) across all core subjects, including targeted support for higher-attaining Pupil Premium children to reach greater depth.</p> <p>Provide pre-teaching and same-day intervention to address misconceptions quickly and prevent gaps in learning from widening.</p> <p>Deliver a structured Key Stage intervention timetable, led by highly trained and skilled Teaching Assistants, with a clear focus on professional development to ensure consistency and impact.</p> <p>Target support for children with multiple and complex needs, including SEND, SEMH and ADHD, through:</p> <ul style="list-style-type: none"> Phonics catch-up programmes and additional teaching support Lunchtime and unstructured-time provision to support regulation and social skills Graduated support pathways, including assessment and support towards EHCPs where appropriate Therapeutic and nurture-based provision such as sensory circuits, iMoves, Forest School and small-group nurture interventions 	<p>Reduced group sizes in core subjects increase the teacher-to-pupil ratio (approximately 1:4), enabling more targeted feedback, clearer modelling, and quicker identification of misconceptions.</p> <p>Research from the EEF highlights the importance of high-quality teaching supported by well-deployed adults, where additional adults are used strategically to deliver precise, timely intervention rather than general support.</p> <p>Pre-teaching and same-day intervention are shown to be effective in supporting disadvantaged children by reducing cognitive overload and allowing them to access whole-class learning more confidently.</p> <p>Targeted phonics intervention and structured catch-up programmes are strongly evidenced to improve early reading outcomes, particularly for disadvantaged children.</p> <p>Evidence indicates that social, emotional and mental health support, especially during unstructured times, improves engagement, behaviour, attendance and readiness to learn, leading to improved academic outcomes.</p> <p>Nurture-based approaches, sensory regulation strategies and outdoor learning interventions support self-regulation and emotional wellbeing, which are key enabling factors for learning, particularly for children with SEMH and ADHD.</p>	1



<p>Target identified children to develop numeracy fluency through National Tutoring Programme (NTP) support and continued implementation of the West Yorkshire Maths Hub mastery curriculum, ensuring consistent approaches to representation, structure and mathematical language.</p> <p>Target literacy development, with a focus on early reading, spelling and reading fluency, through a combination of structured interventions and classroom practice.</p> <p>Use Nesso to support reading and spelling development for targeted children, particularly those with identified gaps in phonics knowledge, spelling patterns and working memory.</p> <p>Implement additional, evidence-informed interventions including:</p> <ul style="list-style-type: none"> • Daily fluency practice in reading and maths (short, frequent sessions) • Phonics catch-up for children who have not secured early reading skills • Reading fluency interventions such as repeated reading and guided oral reading • Precision teaching for key number facts and high-frequency words • Small-group or 1:1 tuition delivered by trained adults as part of NTP provision 	<p>Evidence from assessment and pupil progress data demonstrates that a mastery approach to maths, as promoted by the West Yorkshire Maths Hub, improves conceptual understanding, fluency and confidence, particularly for disadvantaged children.</p> <p>The EEF identifies small-group tuition and one-to-one intervention as high-impact strategies for improving attainment in both literacy and numeracy when delivered by trained staff and aligned with classroom learning.</p> <p>The National Tutoring Programme provides strong evidence that structured, targeted tutoring accelerates progress for disadvantaged children when focused on identified gaps.</p> <p>Digital interventions such as Nesso support overlearning, motivation and retention of phonics and spelling patterns, particularly for children with additional learning needs.</p> <p>Research shows that short, frequent fluency practice is more effective than infrequent longer sessions, supporting automaticity and freeing cognitive load for higher-order learning.</p>	1



<p>Provide ongoing professional development to ensure all staff have a secure understanding of Quality First Teaching, including adaptive strategies to support children entitled to Pupil Premium funding to keep up or catch up with their peers.</p> <p>Embed consistent approaches to adaptive teaching within lessons, including scaffolding, flexible grouping, modelling, targeted questioning and timely feedback.</p> <p>Use assessment information to identify barriers early and adjust teaching and intervention accordingly, ensuring support is responsive and proportionate.</p>	<p>The EEF identifies high-quality teaching as having the greatest impact on pupil outcomes, particularly for disadvantaged children.</p> <p>Evidence shows that effective adaptive teaching within the classroom reduces the need for withdrawal interventions and supports sustained progress for children entitled to Pupil Premium funding.</p> <p>Monitoring and assessment data demonstrate that when adaptive strategies are embedded consistently, children eligible for Pupil Premium funding are more likely to achieve age-related expectations in core subjects or make accelerated progress towards ARE by the end of each phase.</p>	1
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Targeted academic support

Including tutoring, one-to-one support, structured interventions

Budgeted cost: £ 11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Target SEMH needs for children eligible for Pupil Premium funding through the Jenbys Recovery Project, providing structured, therapeutic support focused on emotional regulation, resilience and recovery.</p> <p>Deploy trained Teaching Assistants to deliver targeted SEMH interventions, both through planned small-group or 1:1 sessions and through in-class and unstructured-time support, ensuring consistency and trusted relationships.</p> <p>Use assessment and monitoring tools to identify emotional, behavioural and social needs and to tailor support to individual children.</p>	<p>Research from PAC-UK indicates that developing children's emotional literacy and executive functioning skills can significantly improve mental health outcomes, behaviour, and engagement with learning.</p> <p>Evidence shows that early, targeted SEMH intervention reduces barriers to learning, improves self-regulation, and supports sustained engagement in the classroom.</p> <p>The strategic use of trained Teaching Assistants, rather than generalised support, is shown to be effective when interventions are structured, monitored, and aligned with whole-school approaches to wellbeing and inclusion.</p>	2
<p>Provide 1:1 Educational Psychologist support for identified children to develop strategies for emotional regulation and to address trauma-based anxieties that act as barriers to learning.</p> <p>Use school-funded Educational Psychology input to assess need, advise staff, and implement individualised regulation strategies within the classroom and wider school environment.</p> <p>Maintain and develop the Rainbow Room as a dedicated, safe regulation space equipped with appropriate sensory and calming resources to support children in managing their emotions.</p> <p>Roll out the Zones of Regulation approach consistently across the school to develop a shared language of emotions, self-</p>	<p>Evidence shows that targeted Educational Psychology input supports children to understand and regulate trauma-based responses, enabling them to feel safe and ready to access learning.</p> <p>Research highlights that explicit teaching of emotional regulation strategies improves self-control, behaviour and engagement, particularly for children with SEMH needs.</p> <p>The use of designated regulation spaces and sensory resources supports emotional de-escalation and reduces time out of learning.</p> <p>Whole-school approaches such as Zones of Regulation are shown to be most effective when embedded consistently, supporting emotional literacy, executive functioning and positive behaviour across the</p>	2



awareness and self-regulation for all children.	school.	
Deliver Forest School intervention for targeted children eligible for Pupil Premium funding to support emotional regulation, resilience and self-esteem through structured outdoor learning experiences.	<p>Research shows that nature-based and outdoor learning interventions support emotional wellbeing, reduce anxiety and improve self-regulation, particularly for children with SEMH needs.</p> <p>Forest School approaches promote confidence, independence and self-esteem by allowing children to take appropriate risks, experience success, and develop problem-solving skills in a supportive environment.</p> <p>Evidence indicates that regular Forest School sessions can improve behaviour, engagement and social interaction, which in turn increases children's readiness to learn in the classroom.</p> <p>Studies also suggest that experiential, child-led learning in outdoor environments supports executive functioning skills such as attention, emotional control and perseverance, which are key enablers for academic success.</p>	

Wider strategies

Including attendance, behaviour, wellbeing

Budgeted cost: £1,545

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted parental engagement support for families of disadvantaged children through regular, personalised communication focused on learning, attendance and wellbeing.</p> <p>Offer practical guidance for home learning, including workshops, short information sessions, and clear, accessible resources to help families support</p>	<p>The EEF identifies parental engagement as having a positive impact on pupil outcomes when it is focused on learning and builds parents' confidence in supporting their child.</p> <p>Research shows that targeted, relationship-based communication is more effective than generic messaging in improving attendance, engagement and home learning routines for disadvantaged families.</p> <p>Evidence indicates that clear, practical guidance for families improves the quality of home learning, particularly in early reading</p>	3



<p>reading, phonics and maths at home.</p> <p>Use a consistent two-way communication approach, including phone calls, meetings and informal check-ins, to build trusting relationships and address barriers early.</p> <p>Provide attendance support for identified families, including early intervention meetings, signposting to external agencies where appropriate, and flexible approaches to engagement.</p> <p>Use school systems to monitor engagement and follow up quickly where home learning or attendance patterns indicate emerging concerns.</p>	<p>and numeracy.</p> <p>Studies show that improved parental engagement is linked to better attendance, behaviour and attitudes to learning, all of which are key enabling factors for academic success.</p> <p>Early, supportive intervention with families helps reduce persistent absence and strengthens home–school partnerships.</p>	
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Total budgeted cost: £20045



Part B: Review of the previous academic year

Outcomes for disadvantaged Children

Internal end of year data (2024-25)

Year Group	% of children reading at the expected level (cohort)	% of children reading at the expected level (children entitled to Pupil Premium funding)	% of children writing at the expected level (cohort)	% of children writing at the expected level (children entitled to Pupil Premium funding)	% of children in maths at the expected level (cohort)	% of children in maths at the expected level (children entitled to Pupil Premium funding)
Year 1	83%	0 children	77.5%	0 children	88%	0 children
Year 2	82%	50%	83%	50%	83%	50%
Year 3	88%	50%	75%	50%	83%	50%
Year 4	90%	66.7%	81%	33.3%	88%	66.7%
Year 5	87%	0 children	89%	0 children	80%	0 children
Year 6	89%	100%	87%	100%	84%	80%

NB. The number of PP children in each year group is low so % should be read with caution.

External data

Year Group	% of children reading at the expected level (cohort)	% of children reading at the expected level (children entitled to Pupil Premium funding)	% of children writing at the expected level (cohort)	% of children writing at the expected level (children entitled to Pupil Premium funding)	% of children in maths at the expected level (cohort)	% of children in maths at the expected level (children entitled to Pupil Premium funding)
Year 6	93%	80%	86%	80%	89%	100%

Attendance

	Whole school	Children entitled to Pupil Premium funding
Overall attendance	97%	94.61%
Persistent absence	15 (number)	0 (number)



Externally provided programmes

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

Programme	Provider
Forest Schools	Talking Sticks

Service pupil premium funding

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
We receive £335 for 1 child
The impact of that spending on service pupil premium eligible Children
As this relates to only 1 child data is withheld but can be provided on request by authorities.