

Pupil premium strategy statement – All Saints’ CofE VA Primary School

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

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

School overview

Detail	Data
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	24-25 25-26 27-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sarah Gorton
Pupil premium lead	Samantha Moseley/Sarah Gorton
Governor / Trustee lead	Geoff Pearson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92415
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6247
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>	£98662

Part A: Pupil premium strategy plan

Statement of intent

At All Saints' CofE Primary School, we encourage everyone to become caring resilient and reflective learners to prepare for an ever-changing world. We never give up on people. Never stop trusting. Never lose hope and never quit. This vision drives our disadvantaged strategy and is integral to the wider priorities and plans for the school.

Our intention is that all pupils, irrespective of their background or the challenges they face, have the same opportunities to progress in life. This includes academically, socially, emotionally and spiritually. We promise to install a sense of pride and purpose in our pupils. We endeavour to encourage and educate them about their life choices and the importance of high aspiration.

We recognise the importance of the school context when making decisions about Pupil Premium and consider the challenges faced by vulnerable pupils. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence and attendance/punctuality issues. There has also been an increase in mental health needs for both parents and pupils. Pupils who begin their educational journey in Reception are not as "school ready" as pupils who are not disadvantaged. Evidence also shows that pupils from a disadvantaged background are less likely to experience activities outside of school. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". The approach we have outlined in this statement is also intended to support our pupils' needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

In order to achieve our objectives and overcome barriers, we will:

- ensure that teaching and learning opportunities meet the needs of all the pupils
- ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed
- ensure that challenges to learning are identified and mitigated
- provide high quality teaching for all pupils
- provide opportunities that socially disadvantaged pupils may not have access to outside of school

Challenges

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

Challenge number	Detail of challenge
1	Internal and external (where available) assessments indicate that combined attainment among disadvantaged pupils is significantly below that of non disadvantaged pupils
2	Upon joining our school many of our pupils are assessed as not being 'school ready'. This may be due to parents not fully understanding their role in supporting pre-school development. As a result, the social and emotional skills and ability to self-regulate of many of our EYFS and year 1 pupils are not age appropriate. This means pupil's attention skills, ability to focus and independence with learning is lower than age related expectations. Phonics knowledge and skills are below age related expectations which is having an impact on progress in reading and writing. Fine and gross motor skills are also underdeveloped which is impacting on writing development.
3	Our attendance and punctuality data indicates that attendance among disadvantaged pupils is often lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Discussions with pupils indicate that many of our disadvantaged pupils have limited opportunities for first-hand experience of activities within and beyond Harwich. This limits the acquisition of vocabulary, knowledge and understanding of the wider world and narrows aspirations. The self-confidence, resilience and of pupils from disadvantaged groups are generally lower than those from non disadvantaged groups.
5	There is a significant percentage of pupils from disadvantaged groups with speech, language and communication needs across the school. This means that their understanding of key vocabulary and spoken language can be limited which impacts on the development of reading and writing skills and lowers confidence with new concepts and solving written problems in maths.
6	The engagement of parents of children in disadvantaged groups has improved though remains inconsistent across the school. This means that there can be a mis-match of values and expectations between home and school which lowers pupil motivation and impacts progress and attainment.

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
Improve the attainment of PP pupils and decrease the gap between PP & non -PPG pupils, in published data	- The average gap between PP and non-PPG to reduce from 29% to 15% in published data.

Improve the development and learning of pupils in Reception and Year 1	<ul style="list-style-type: none"> - Increase the percentage of PPG pupils achieving the expected standard at the end of Reception and Yr 1 to 75%.
Improve the attendance and punctuality of PP pupils and decrease the gap between PP & non-PPG pupils.	<ul style="list-style-type: none"> - The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 1.5% or less - Gap between % of PA PPG/non-PPG reduces to 10%
Achieve and sustain improved pupil self-confidence, resilience and aspirations.	<ul style="list-style-type: none"> - Increase the number of PP pupils attending clubs. - My Happy Mind data shows increased wellbeing and happiness. - Data shows an increase in resilience
Improve speech, language, communication skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> - 75% of PPG pupils accessing language link are assessed at being at expected and sustain it
Continue to build and maintain relationships with parents/carers of pupils from disadvantaged groups to support pupil engagement with learning and improve outcomes.	<ul style="list-style-type: none"> - At least 50% of PP parents to attend workshops. - Parent and pupil surveys show that parents are engaged and supportive in their learning at home.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 4227

Activity	Evidence that supports this approach	Challenge number(s) addressed
Partnership led CPD for subject co-ordinators.	<p>Subject Leaders are crucial to a school's success through their role in securing and sustaining improvement in each area of the curriculum. They offer the leadership, expertise and enthusiasm critical to providing effective learning opportunities for pupils.</p> <p>The Importance of Strong Subject Leadership</p> <p>Evidence shows that in addition to what schools implement, how these</p>	1

	<p>approaches are implemented are what makes them effective.</p> <p>Education Endowment Foundation - Implementation</p>	
<p>Subject co-ordinators to receive dedicated time to research and implement strategies to improve outcomes in their areas</p>	<p>Subject Leaders are crucial to a school's success through their role in securing and sustaining improvement in each area of the curriculum. They offer the leadership, expertise and enthusiasm critical to providing effective learning opportunities for pupils.</p> <p>The Importance of Strong Subject Leadership</p> <p>Evidence shows that in addition to what schools implement, how these approaches are implemented are what makes them effective.</p> <p>Education Endowment Foundation - Implementation</p>	1,4
<p>Online Maths resources to support developing children's fluency.</p>	<p>Evidence shows that mathematical fluency is important because it allows for efficient calculation, frees up cognitive load, and supports the flexible application of concepts.</p> <p>Maths Fluency Evidence</p>	1
<p>Books to be purchased to support developing children's reading for fluency.</p>	<p>Evidence shows that engagement with reading is a strong indicator of future attainment and is also a mediator of disadvantage.</p> <p>DFE Reading Framework July 2021</p> <p>Evidence shows that it is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>Education Endowment Foundation - Reading Comprehension Strategies</p>	1
<p>Handwriting scheme to develop letter formation and writing fluency.</p>	<p>Evidence shows that writing by hand, rather than typing on a device, activates the brain, helping us to both learn and remember more effectively.</p> <p>Once fluent handwriting is achieved, our cognitive capacity can be freed up to concentrate on the higher-level skills of writing.</p> <p>Furthermore, research suggests that practising words in fluent handwriting</p>	1

	<p>over-and-over can help to the brain to spell the word using muscle memory.</p> <p>Why is handwriting important?</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 50,706

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted intervention programmes to support those children who have gaps in their learning that cannot be filled by QFT alone</p>	<p>Evidence suggests that one to one and small group tutoring is one of the most effective ways to help children make rapid progress by closing gaps in their learning:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 4, 5
<p>Children's speech language and communication level assessed upon entry to EYFS using WELCOMM and Language Link</p> <p>Dedicated speech and language LSA</p> <p>CPD through Communication Setting training</p>	<p>There is a strong evidence base that suggests oral language interventions, are inexpensive to implement with high impacts on reading</p> <p>Education Endowment Foundation - Oral Language Interventions</p>	1, 5

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

Budgeted cost: £ 43729

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Pastoral Support Co-ordinator to support attendance, behaviour, safeguarding and social and emotional difficulties of pupils and parents/carers.</p>	<p>Education Endowment Foundation - Social and Emotional Learning</p> <p>Addressing Educational Disadvantage In Schools and Colleges: The Essex Way Edited by Marc Rowland ISBN 978-1-913622-45-9</p>	<p>1, 2, 3, 6</p>
<p>Pupils to experience enrichment activities and events.</p> <p>Provision of funding to subsidise cost and facilitate involvement of disadvantaged children in additional activities such as clubs, trips and other enrichment opportunities</p>	<p>‘Leaders adopt or construct a curriculum that is ambitious and designed to give learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life.’</p> <p>OFSTED Education Inspection Framework Overview of research 2019</p> <p>Addressing Educational Disadvantage In Schools and Colleges: The Essex Way Edited by Marc Rowland ISBN 978-1-913622-45-9</p>	<p>1,3,4, 5</p>
<p>To ensure children are ready to learn at the start of the school day and supported to meet the high expectations of the school through their attire, punctuality and behaviour.</p>	<p>Research evidence shows that whilst wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline</p> <p>School Uniform</p> <p>Research evidence shows that offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths attainment.</p> <p>Breakfast Programme</p>	<p>1, 2, 3, 4, 6</p>
<p>Record and evaluate behaviour incidents</p>	<p>Research evidence shows that it is effective to use simple approaches as part of your regular routine. School leaders should ensure the school behaviour policy is clear and consistently applied</p>	<p>1,3, 4, 5</p>

	<u>Education Endowment Foundation: Improving Behaviour in School</u>	
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Total budgeted cost: £ 98662

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Published data 23-24:

- 38% PPG achieved combined compared to 81% non-PPG
- 38% PPG achieved ARE in maths compared to 94% non-PPG
- 63% PPG achieved ARE in reading compared to 81% non-PPG
- 50% PPG achieved ARE in writing compared to 88% non-PPG
- 38% PPG achieved ARE in GPS compared to 81% non-PPG
- MTC: 15% PPG achieved full marks compared to 44% non-PPG
- Phonics: 33% PPG achieved the required standard in phonics compared to 94% of non-PPG
- GLD: 14% of PPG achieved GLD compared to 84% of non-PPG

Pastoral:

- 52% of behaviour incidents (D & E) involved PPG pupils as the perpetrator
- On average 30% of our A, B, C incidents involved PPG pupils which is proportionate to our PPG percentage
- 52% of our “cause for concern” incidents involved PPG pupils which is proportionate to our PPG percentage
- PPG attendance is 91.9% compared to non-PPG which is 96.4%
- 24% of PPG pupils were PA compared to 5% non-PPG.