

Pupil premium strategy statement – All Saints’ CE Junior Academy

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	372 (capacity 480)
Proportion (%) of pupil premium eligible pupils	26.3% (98 children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 year plan 2023-2026
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Z Newsham/L Jackson
Pupil premium lead	Z Newsham
Governor / Trustee lead	J Eley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,946
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£157,946

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals (FSM), those looked after by the local authority and children of armed service personnel. The intended effect of this funding is to accelerate progress and raise attainment.

It is for schools to decide how the Pupil Premium is spent since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

At All Saints' Church of England Junior Academy:

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We recognise our duty to equip children with the necessary skills and attitudes to succeed in the next stage of their school journey and in later life. Our Christian vision 'Building the bridge to success together' underpins everything we do in school. This, along with our school curriculum design, recognises every child as a unique individual and celebrates differences within our community.

Principles

- The focus of our pupil premium strategy is to support disadvantaged pupils to achieve and strive for personal excellence. This is a whole-school approach and staff take a proactive approach to ensure progress is made through deep-thinking questioning and regular assessment for learning.
- Quality first teaching and learning is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- We take a long-term view of pupil-premium spend (3 years) as we believe this is more effective in terms of developing pedagogy, practice and development.
- We recognise that not all disadvantaged pupils will require support to meet their age-related expectations. Therefore, it is paramount that we identify and challenge disadvantaged pupils who are reaching high levels of attainment to enable them to progress further and reach their full potential.

Aims

- To support children's personal development and mental health through the delivery of a carefully designed curriculum and providing additional targeted support if required.
- To narrow and ultimately eliminate the attainment gap between disadvantaged and non-disadvantaged pupils within the school.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach age-related expectations at the end of Year 6 and leave Primary school well-prepared for their next stage of education.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>RWM combined is lower for children eligible for PP to those non-PP.</u></p> <p>We have found that our internal data for our current Y3,4,5,6 cohorts reflects a combined score for reading, writing and maths to be lower for children eligible for PP than to those non-PP. In some cases, children have a lack of fluency of basic skills resulting in poor application of skills into all curriculum subjects. A key school development priority for this year is to raise attainment in RWM combined.</p> <p>In reading we have found that our PP children achieve less well. Fluency in reading, including basic phonics application, vocabulary recognition and comprehension act as a barrier to understanding across the wider curriculum. We recognise the importance of children leaving our school as competent, fluent readers.</p> <p>In maths we have found that our results are significantly below national for non-pupil premium children. The main barriers relate to children's fundamental understanding of basic maths skills including exposure to maths in the real world which impacts on their ability to recall basic calculations. A key school development priority for this year is to ensure that the maths curriculum is progressive, skilfully meets individual children's needs and builds their confidence to use and apply their learning across the curriculum.</p>
2	<p><u>In some cases, parents own views and experiences of school compromise the children's perceptions and this impacts on pupil attendance.</u></p> <p>This also results in lower attendance and a reduced commitment to value learning at home. Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils and the % of 'persistently absent' disadvantaged pupils has been higher than for non-disadvantaged pupils during that period. Despite showing significant improvements, our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. The attendance of non-PP eligible children at the end of July 2025 was 96.0% to 94.85% for PP eligible children.</p>
3	<p><u>Challenging emotional needs leads to instability and inability to focus on learning.</u></p> <p>This is often as a result of unsettled home circumstances and recent bereavements. Approximately one third of this pupil group have had involvement with Children's Social Care within their time at All Saints'. We have noted a significant increase in the number of known domestic abuse incidents, which have been reported through 'Operation Encompass' and have impacted many children.</p> <p>Our assessments, including observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities outside of the school environment. These challenges particularly affect disadvantaged pupils, including their attainment. Whilst pupils are accessing learning within school, the impact of loss of learning</p>

	from the pandemic is still apparent, and catch up is required for those pupils. Our in-school assessments show that this is most evident amongst our disadvantaged pupils which is also reflected in national studies and data.
4	<u>Lack of capital culture limits experiences and inhibits access to and engagement with the curriculum.</u> This results in lower aspirations and outcomes. Our observations and discussions with pupils and families have identified social and cultural inequalities for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. The impact of the current financial climate in our country has notably affected families in our school community. We anticipate that this will affect a greater proportion of families, including disadvantaged children.

We understand as an academy trust that these barriers are not the same for all children, nor should we generalise. Therefore, we ask our staff to identify the barriers to learning for every individual child. A ‘no excuses’ culture exists in every school.

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
1. The gap between pupils identified as PP to those non-PP narrows in RWM combined.	<ul style="list-style-type: none"> • All disadvantaged pupils achieve above national average progress scores at the end of and KS2 (>0). • KS2 reading, writing & maths outcomes for disadvantaged pupils will be in-line with those of non disadvantaged pupils nationally at EXS+. • Y6 combined target of 65% • At least 75% of disadvantaged pupils reach the expected reading standard at the end of KS2. • Children who are working below the expected standard in phonics receive the Rapid Catch Up phonics programme and measurable progress is made. • Additional interventions are in place and curriculum prioritisation will be aimed at disadvantaged children to target their academic and emotional needs. Impact is carefully measured.

<p>2. Poor parental attitudes compromise the children's view of the importance of education.</p>	<ul style="list-style-type: none"> ● Attendance and punctuality for disadvantaged pupils will be above national figures year on year. Support will be in place from the School and Trust Lead to target families with poor attendance. ● Attendance for PP children is at least 95% by the end of the academic year. ● Parents value school and education and as a result ensure their children attend regularly. ● Parents are well supported by school to engage with delivered workshops, enabling them to support their child's learning at home.
<p>3. Challenging emotional needs leads to instability and inability to focus on learning.</p>	<ul style="list-style-type: none"> ● Families feel supported and have the tools and skills needed to support their children in their education. As a result, children display less emotional burden and are able to succeed. ● Sustained high levels of wellbeing / mental health demonstrated by: <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations • A reduction in the number of wellbeing / mental health concerns raised by parents and staff. • Observations of children's engagement in learning ● Disadvantaged pupils significantly close the gap so that they attain inline with non-disadvantaged children by the end of KS2. ● Tailored support is swiftly put into place to ensure that the children's emotional needs are met, equipping them with the skills necessary to manage their feelings.
<p>4. Lack of capital culture limits experiences and inhibits access to and engagement with the curriculum.</p>	<ul style="list-style-type: none"> ● Children have positive attitudes towards learning and disadvantaged pupils attain in line with non-disadvantaged children at the end of KS2. ● RWM combined target for PP children is at least 65% in Y6. ● Children display the RICHER values and have a love of learning. ● Cultural capital experiences (visits and visitors included) are planned and embedded in our curriculum. A

	<p>wide range of free (or very low cost) extra-curricular activities are available to all pupils.</p> <ul style="list-style-type: none"> • All school visits are accessible to all pupils.
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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: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
2 x WEB Assistants to work across KS2 to support specific children in school whilst also providing training and support to other staff	<p>EEF evidence (Social and Emotional Learning) - There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>Public Health England's review: Local action on health inequalities: Building children and young people's resilience in schools</p>	Challenges 1 and 3
CPD for the WEB team in order to deliver high quality sessions to children to support mental health and wellbeing	EEF guidance (Effective Professional Development)	Challenge 3
Parent learning opportunities are planned throughout the year to engage all parents and equip them with the skills to support their child's learning at home.	EEF evidence (Parental Engagement)	Challenges 2 and 3
An in-depth CPD programme to champion the expertise of our staff to aid newly-qualified teachers and experienced teachers across the federation.	<p>Professional development will be planned around evidence-based approaches, for example: feedback, metacognition, reading comprehension, phonics, mastery learning using the Steplab platform basis.</p> <p>Professional development will be provided to reflect changes to the delivery and assessment of reading, writing and maths.</p>	Challenge 1

	Activity and resources to meet the specific needs of disadvantaged pupils (with or without SEND needs) (EEF guidance, the tiered model and menu and approaches)	
Further review of the Curriculum to ensure high engagement - planning time, purchase of resources to support themes, curriculum management release time to monitor and review the curriculum -organising and facilitating costs of visitors/online learning experiences for WOW days to launch half-termly themes.	EEF guidance (Effective Professional Development)	Challenges 1 and 4

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

Budgeted cost: £98,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>An in-depth intervention plan to ultimately close the gap between non-disadvantaged and disadvantaged pupils.</p> <ul style="list-style-type: none"> - Reading Plus to use on chromebooks for KS2 - Basic skills in Maths workshop to demonstrate effective methods of calculation for parents to engage with homework and further learning activities - Purchase of new maths scheme to structure and support maths teaching - Additional training from external SEN providers to upskill and support SALT development and emotional regulation. 	<p>EEF guidance (Teaching and Learning Toolkit)</p> <p>EEF guidance (Improving Literacy in KS2)</p> <p>EEF guidance (Improving Mathematics in KS2 and 3)</p> <p>EEF guidance on regular assessment</p>	Challenges 1 and 4

Teachers, HLTAs and TAs provide interventions to ensure identified gaps are addressed. Enhancement of teaching & learning provision to ensure structured interventions, small group tuition and one to one support.	EEF guidance (Teaching and Learning Toolkit) EEF guidance (Improving Literacy in KS2) outlines the vital importance of language development to attainment & progress. Raising opportunities for talk and language development in school, through targeting vocabulary development, has been shown to help overcome such barriers where this is not happening in the home. EEF guidance (Improving Mathematics in KS2 and KS3)	Challenge 1
Delivery of group and individual sessions by trained ELSA to support emotional development and promote positive mental health and wellbeing. Bespoke sessions for individual children.	Emotional literacy is a process concerned with developing pupils' skills in recognising, understanding, expressing and managing their own and others' emotions. EEF research (Primary SEL) has shown that this is considered to be essential for pupils' academic achievement, mental health and relationships.	Challenge 3
Intervention led by T/TA to support children in 'catching-up' as a result of low confidence and low prior attainment.	EEF guidance (Teaching and Learning Toolkit)	Challenges 1 and 4

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

Budgeted cost: £16,846

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of DSL and Senior WEB Assistants in school to: -build relationships with parents, share advice and offer support in parenting and school involvement - advise on financial and family support systems available and in place to ensure children have the basic necessities for school e.g.Uniform/Clothing/ Foodbank/Christmas Presents etc. -target specific parents where attendance and/or punctuality issues arise, and send personal invites to parents events -communicate between LA	EEF evidence (Parental Engagement) Parents will feel like their voice is heard and can make a difference to the school moving forward. To introduce the actions and next steps, the school leadership will host a 'Parent/ Carer Coffee Morning' to present our findings and next steps, whilst providing the opportunity for dialogue between staff and parents.	Challenges 2 and 3

<p>and Trust Lead for support and advice</p> <p>-Provide 'soft' opportunities for parental involvement in school life, such as stay & play, coffee mornings etc. Promote key school policies & initiatives at these events</p>		
<p>Continued Attendance campaign: Attendance events planned to encourage classes to work together to boost the average attendance for all pupils. In line with this, the importance of attendance and punctuality is highlighted to all stakeholders to build a united approach to improving attendance. Rewards will include: trophies, child-led rewards (non-uniform days, local area visits etc).</p>	<p>The DfE Guidance (Working Together to Improve School Attendance) - has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>Challenge 2</p>
<p>Defined cultural capital experiences of children throughout their journey at All Saints' Church of England Federation of Academies to help the children reflect on their experiences and apply the valuable skills learned in their next step of education. Building on the work in the previous academic year, we will look to increase visits to our local places of interest e.g. libraries, places of worship and museums.</p>	<p>Effective Teaching and Learning</p>	<p>Challenge 4</p>
<p>Contingency fund for acute issues.</p>	<p>Contingency fund for acute issues. Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £157,946

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year Group and Subject Number of Disad children Number of Non-Dis. children	July 2025 % of Disadvantaged children achieving EXS+ [2023/24 national average for disad pupils]	% of Non-disadvantaged children achieving EXS+
Y4 MTC 27 children: 53 children	44%	43%
Y6 Reading 22 children: 41 children	55% [62]	82%
Y6 Writing 22 children: 41 children	60% [58]	83%
Y6 Maths 22 children: 41 children	37% [59]	75%
Y6 GPS 22 children: 41 children	54%	78%
Y6 Combined 22 children: 41 children	27% [45]	68%

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments [please see data above]. The data demonstrates that our disadvantaged pupils achieve less well than our non-disadvantaged pupils. In the Y4 MTC check there is less difference however end of KS2 data shows a significant gap. This priority area is identified as a key strategic priority within our 25/26 SDP.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils. The data demonstrates that we are above for the Year 4 MTC and Y6 writing. Reading is also only slightly below. It is maths where our end of KS2 result is significantly below the national average which has then impacted negatively on our RWM combined. Analysing our Y6 data for these pupils, it is clear that a poor grasp of fluency and arithmetic skills held these pupils back. This is now being addressed in all year groups throughout the school.

Our evaluation of the approaches delivered last academic year indicates that progress for disadvantaged pupils was seen in pupil attendance, personal development and wellbeing. Whilst this review highlights the areas for further development, we have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The

Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

<p><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></p>
<p>We dedicated Emotional Literacy Support Assistant hours to the emotional wellbeing and academic achievement of service children. They helped pupils develop a toolkit of strategies to enable them to manage their circumstances and provided opportunities for them to talk with other service children.</p> <p>Opportunities were also provided for them to capture experiences and to stay connected to their deployed parent.</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>Teachers and parents observed improvements in wellbeing amongst our service children.</p>

Further information (optional)

In planning our new pupil premium strategy, we triangulated evidence from multiple sources of data including assessments, observations, book scrutiny and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.