

Pupil premium strategy statement – All Saints’ C of E Primary School 2025-26

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil premium (and recovery 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	312
Proportion (%) of pupil premium eligible pupils	40% (126 pupils)
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)	2026-2029
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Full Governing Body
Pupil premium lead	Angela Filsell
Governor / Trustee lead	Martin Kelly & Nathalie Love

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,775
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£128,775

Part A: Pupil premium strategy plan

Statement of intent

At All Saints', there is a significant overlap between disadvantaged pupils, those with SEND (20%) and those with EAL 37% (approximately 25 languages spoken). We recognise that these intersecting vulnerabilities can compound barriers to achievement and therefore require a carefully planned, evidence-informed response.

Through analysis of assessment, attendance and pastoral data, we have identified key barriers to achievement, including: lower starting points in language and vocabulary development; gaps in early reading and fluency; social, emotional and mental health needs affecting readiness to learn; reduced access to enrichment and wider cultural experiences; and attendance concerns for a small group of pupils.

All staff and governors are committed to ensuring that all pupils, irrespective of background or challenge, make strong progress and achieve highly across the curriculum. We are equally committed to equipping pupils with the knowledge and cultural capital they need to succeed in life. By this, we mean the essential knowledge that enables pupils to become educated citizens and appreciate human creativity and achievement.

Our Pupil Premium strategy is explicitly aligned to the Education Endowment Foundation (EEF) three-tiered model.

1. High-Quality Teaching

High-quality teaching is the primary driver of our approach, as evidence shows this has the greatest impact on closing attainment gaps. We prioritise a broad, ambitious and coherently sequenced curriculum, explicit instruction, strong subject knowledge, effective assessment and high expectations for all. Ongoing, high-quality professional development ensures consistently strong classroom practice. This strand is integral to our wider school improvement priorities.

2. Targeted Academic Support

We use robust diagnostic assessment to identify gaps and provide carefully matched, evidence-informed interventions. This includes structured small group and one-to-one support, additional teaching and targeted provision delivered by trained staff or external specialists. Interventions are time-limited where appropriate, regularly reviewed and designed to supplement, not replace, high-quality classroom teaching.

3. Wider Strategies

We recognise that non-academic barriers can limit achievement. Our wider strategies focus on supporting mental health and emotional regulation, improving attendance, strengthening parental engagement and removing financial barriers to enrichment, educational visits and extracurricular participation. These approaches ensure pupils are ready to learn and able to access the full curriculum.

Through this structured approach, we intend that disadvantaged pupils will make at least expected progress from their starting points, that attainment gaps will narrow over time, and that attendance and engagement will improve.

Implementation and impact are monitored rigorously through assessment analysis, attendance tracking, review of intervention outcomes, pupil voice and governor oversight. Funding is reviewed annually to ensure resources are directed where they have the greatest impact and that improvements are sustainable over time.

Challenges

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

Challenge number	Detail of challenge
1	Levels of attainment and progress – Assessments of all children across the school reveal lower levels of attainment and progress for disadvantaged pupils than their non-disadvantaged peers. Research shows inclusive, quality first teaching is especially important for socio-economically disadvantaged children.
2	Poor language and communication skills - Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. In the 2025 baseline assessments in Reception, data 42% of pupils were below age expectations for listening, attention and understanding, and 49% were below age expectations for speaking. In Nursery, 63% were below age expectations in listening attention and understanding, and 63% were below age expectations in speaking.
3	School self-review indicates that leaders need to ensure rigor and a robust approach to developing, monitoring and supporting: • A rigorous approach to the teaching of Phonics when pupils are learning to read. • The continuation of improvements in writing in order to close the gap in relation to reading and mathematics. • Pupils often have weak oral language skills, many do not speak in full grammatically correct sentences and this is a significant barrier to their written English, as well as their ability to express their mathematical thinking and so develop their reasoning skills. This can lead to PP pupils attaining below non-PP pupils for RWM combined.
4	Some PP pupils have Social and Emotional difficulties and this impedes their academic progress. Our assessment observations and discussions with stakeholders indicate that pupil's emotional regulation and stability in readiness for academic learning. Referrals to the inclusion team for support have increased and there is a need to bolster support in this

	area to continue to provide effective early help at the point of need. This includes mental health and wellbeing support.
5	Attendance & Punctuality - Our attendance data last year (24-25) indicates that attendance among disadvantaged pupils shows that 24% of disadvantaged pupils have been 'persistently absent' compared to 16% of their non-disadvantaged peers during that period. of their non-disadvantaged peers during that period. Although not significant, our assessments and observations indicate that absenteeism is negatively affecting disadvantaged pupils' progress. Family circumstances and contextual factors affecting attendance, learning, behaviour and social emotional wellbeing.
6	Access to 'cultural capital' – Assessments, observations and discussions with children and parents highlight very limited access to enrichment opportunities, beyond school, for many of our children. These challenges particularly affect disadvantaged pupils and have a direct impact on their progress and attainment
7	Some Pupil Premium pupils are hesitant to take up additional educational/extracurricular opportunities in order to enhance learning, self-esteem and wellbeing. Gaps in experiences that are supportive of pupil's learning and wider development and a lack of enrichment opportunities have created challenges that particularly affect disadvantaged pupils, including their 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
1. Improved attainment and progress in Reading, Writing and Mathematics Disadvantaged pupils will make at least expected progress from their starting points and attainment gaps will narrow across all year groups.	• Progress of disadvantaged pupils in reading, writing and mathematics is at least in line with non-disadvantaged pupils across the school. • The percentage of disadvantaged pupils achieving EXS and higher standards at the end of KS1 and KS2 is in line with or above national averages. • Internal assessment data shows a diminishing gap between disadvantaged and non-disadvantaged pupils year-on-year.

2. Improved Early Reading outcomes Outcome: Disadvantaged pupils achieve strong outcomes in early reading and phonics.	• The proportion of disadvantaged pupils passing the Phonics Screening Check is in line with national averages. • Disadvantaged pupils who require additional phonics support catch up quickly and complete the programme in line with peers. • KS1 reading outcomes for disadvantaged pupils improve year-on-year.
3. Improved Oracy and Language Development Outcome: Disadvantaged pupils demonstrate improved oral language, vocabulary and written communication skills.	• Baseline and follow-up assessments show measurable improvement in oral language and vocabulary development. • Book scrutiny and formative assessment evidence improved sentence structure, vocabulary use and written expression. • Increased confidence and participation in classroom discussion, as evidenced through pupil voice and lesson observations.
4. Improved Wellbeing and Readiness to Learn Outcome: Disadvantaged pupils demonstrate improved emotional regulation, engagement and readiness to learn.	• Reduction in referrals linked to emotional dysregulation. • Improved engagement indicators in lessons (teacher assessment and pastoral tracking). • Positive trends in wellbeing surveys and pupil voice. • Evidence of effective early identification and support systems for SEMH needs.

5. Improved Attendance Outcome: Attendance for disadvantaged pupils improves and the gap with non-disadvantaged pupils narrows.	• Overall attendance of disadvantaged pupils improves year-on-year. • Persistent absence rates for disadvantaged pupils reduce and move closer to non-disadvantaged rates. • Attendance data demonstrates a sustained reduction in the attendance gap over the strategy period.
6. Increased Participation in Enrichment and Wider Opportunities Outcome: Disadvantaged pupils access and participate fully in the wider life of the school.	• Proportionate representation of disadvantaged pupils in clubs, trips and enrichment activities. • Increased uptake of extracurricular provision by disadvantaged pupils year-on-year. • Pupil voice indicates increased confidence, aspiration and engagement in wider opportunities.

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: £9,365

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teaching staff across all areas of curriculum Evidence of the positive impact of CPD, including the Merton CPD	CPD for teaching staff across all areas of curriculum Evidence of the positive impact of CPD, including the Merton CPD offer, National College online training platform, Roehampton Institute Training, SDBE training, RWI coaching/training and internally provided staff meetings/INSET days and externally run courses (e.g. NELI).	1 2 3 4 5 6 £8,125

offer, internally provided staff meetings/INSET days and externally run courses.	https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	
CPD for TAs to enhance targeted interventions for pupils and their understanding of pupils needs with social, emotional and mental health.	Attachment and Trauma & Early help for mental health – training for support staff to understand social and emotional mental health needs affecting learning and behaviour within interventions and the classroom. Support staff to be up-skilled with better understanding and strategies in order to support provision for pupils. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	3 & 4 £875.00
Practical resources to support Quality First Teaching e.g. widgets		1 2 3 £365 Widget & touch type

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

Budgeted cost: £120,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to Accelerated Reader	Accelerated Reader is an evidence based on-line reading intervention. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-2	£1420

Additional phonics sessions targeted at disadvantaged pupils who require further phonics - 1:1 tuition phonics (inc Freshstart	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 2 3 £31,611
Learning support in specific year groups where coexistence of PP/SEN/EAL is high or where pp pupils may not make expected progress.	Children with complex difficulties require very specific and specialist support which will enable the child's individual needs to be addressed.	1 £31,611
ELKLAN, Black Cat, Attention Bucket & targeted listening activities provision for pupils identified with Speech and Language difficulties.	High quality intervention sessions support children with speech, language and communication needs. Pupil's ability to use active listening impacts on confidence and engagement in learning. Individual pupils are supported make progress towards their SALT targets and vocab learning linked to curriculum topics.	1 2 £9,319
Targeted lunchtime social skills groups for Pupil Premium pupils to develop language and communication skills, enhance social interaction and support	The groups provide additional time to practice key skills in a supportive environment for children and enables these skills being practiced regularly.	1 £11,432

positive engagement with peers		
Targeted Y6 PP support – to pay for TA to work with small groups of children.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1 2 3 4 £3,106
Targeted small group support for EY.	Evidence of the positive impact of small group tuition - facilitated by a fully qualified teacher working with small groups on gross and fine motor skills. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	1 2

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

Budgeted cost: £69,479

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase the overall attendance of pupils eligible for Pupil Premium so it is closer to or in line with non-Pupil Premium pupils, and reduce the proportion of Pupil Premium pupils who are persistently absent.	Embedding good practice set out in: "Working together to improve school attendance (2022, updated 2024)" https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	5 £1229
Bvr, Nurture & Mental	There is extensive evidence associating childhood social and emotional skills with improved outcomes at	1 2 4

health TA & Teacher	school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	£34,878
ELSA trained TAs	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): https://www.eif.org.uk/resource/improving-social-and-emotional-learning-in-primary-schools-guidance-report#:~:text=There%20is%20extensive%20evidence%20associating,impacts%20can%20persist%20over%20time. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1 2 4 £3,700
Learning Mentors Trained	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): https://www.eif.org.uk/resource/improving-social-and-emotional-learning-in-primary-schools-guidance-report#:~:text=There%20is%20extensive%20evidence%20associating,impacts%20can%20persist%20over%20time.	1 2 4 £2,485
Jigsaw Play Therapist	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): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://www.eif.org.uk/resource/improving-social-and-emotional-learning-in-primary-schools-guidance-report#:~:text=There%20is%20extensive%20evidence	1 2 4 £11,500

	%20associating,impacts%20can%20persist%20over%20time.	
EP Buyback	Our educational psychologist supports children with a range of emotional and social issues or learning difficulties. https://www.eif.org.uk/resource/improving-social-and-emotional-learning-in-primary-schools-guidance-report#:~:text=There%20is%20extensive%20evidence%20associating,impacts%20can%20persist%20over%20time.	1 2 4 £12,600
Curriculum Enrichment: Extracurricular clubs Breakfast Club Trip subsidies FT Music teacher	Schools commitment to provide disadvantaged pupils with opportunities to access enrichment opportunities begins with our curriculum and is enhanced via a wide variety of supplementary clubs activities and events. These opportunities promote personal development and equip pupils with the knowledge and cultural capital they need to succeed in life. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1 2 6 £3,087
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.	Dependent on need

Total budgeted cost: £198,944

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

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

