

Pupil premium strategy statement – All Saints' CE Primary School

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	<p>Nursery – 6</p> <p>Reception – 6</p> <p>Year 1 – 14</p> <p>Year 2 – 24</p> <p>Year 3 – 21</p> <p>Year 4 – 24</p> <p>Year 5 – 29</p> <p>Year 6 – 24</p> <p>Total number of children – 148</p> <p>Total number of children – 136 (Y1-Y6)</p> <p>Total number of children – 142 (Rec-Y6)</p>
Proportion (%) of pupil premium eligible pupils	<p>% of whole school – 25%</p> <p>% of eligible children Rec-Y6 – 26%</p> <p>Y1 – 14% of cohort are PP</p> <p>Y2 – 17% of cohort are PP</p>

	<p>Y3 – 24% of cohort are PP</p> <p>Y4 – 25% of cohort are PP</p> <p>Y5 – 41% of cohort are PP</p> <p>Y6 – 29% of cohort are PP</p> <p>Highest percentage of Pupil Premium Children per year group is in Year 5 (41%)</p> <p>There are currently 2 children that are eligible for Service Premium in school.</p> <p>There are currently 0 Cared For children in school.</p> <p>There are currently 4 Previously Cared For children in school.</p>
Proportion of Pupil Premium also SEND	<p>40% of all SEND children on roll are SEND Pupil Premium</p> <p>54% of all Pupil Premium children are also recorded on the SEND list (20)</p> <p>17 children in school have ECHP's of which, 8 are recorded as PP (47%)</p> <p>1 in Year 2</p> <p>2 in Year 4</p> <p>3 in Year 5</p> <p>2 in Year 6</p>

	<p>Year 1 – 100% of PP in this cohort are SEND</p> <p>Year 2 – 50% of PP in this cohort are SEND</p> <p>Year 3 – 60% of PP in this cohort are SEND</p> <p>Year 4 – 58% of PP in this cohort are SEND</p> <p>Year 5 – 75% of PP in this cohort are SEND</p> <p>Year 6 – 57% of PP in this cohort are SEND</p> <p>The highest proportion of SEND PP children per year group are in Year 1</p>
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Ashley Ryan
Pupil premium lead	Ashley Ryan
Governor / Trustee lead	Jane Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70705
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
<i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	
Total budget for this academic year	£70705

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

Part A: Pupil premium strategy plan

Statement of intent

The aim of pupil premium funding is to enable schools to provide additional support to pupils from disadvantaged backgrounds, raising their educational outcomes and breaking the link between a child's background and their potential. The Education Endowment Foundation (EEF) conducts extensive research into barriers for learning for disadvantaged pupils. At All Saints' Primary, we aim to use this research to inform our strategic decisions in overcoming barriers that affect disadvantaged children at our school.

At All Saints' we strive to provide a broad and ambitious curriculum full of rich experiences and opportunities for all, enabling every child in our school to thrive. The focus of our Pupil Premium grant is to create equity for all, ensuring our disadvantaged pupils benefit from high quality teaching, pastoral support and enrichment opportunities which will enable them to succeed and excel regardless of individual circumstances. This is driven by our school vision, *“Since we are surrounded by such a great cloud of witnesses, let us throw off everything that hinders and let us run with perseverance the race marked out for us, fixing our eyes on Jesus.”*

In general, the town of Cockermouth displays a low level of deprivation across the index of multiple deprivation. However, the North-eastern district of Cockermouth and catchment area to All Saints' Primary, ranks in the lowest 20% of the country for income deprivation which affects children; employment deprivation, health deprivation and disability.

High quality teaching is the key principle to success for all children. Teachers are passionate and strive to ensure all children make good progress and achieve well. It is essential that our curriculum systematically and sequentially builds knowledge and skills over time, where both disadvantaged and non-disadvantaged children remember content and deepen understanding of concepts throughout their time at our school.

We recognise that a considerable number of our children present with complex and additional needs. As such, we aim to provide a highly inclusive environment where all children can access academic and extracurricular activities. We are proud of the school's excellent reputation for providing support and meeting additional needs which draws many families to us. All staff, alongside external agencies, work together to provide the best outcomes for every individual.

Our strategy is focused upon identifying the need of the individual to be successful and to achieve. To achieve this we;

- Identify the barriers to learning for all Pupil Premium children and plan strategically to mitigate them.
- Regularly review the progress and attainment of all pupils to track the impact of implemented support strategies.
- Develop key skills in English and Maths, building strong foundations through focusing on early reading, writing and key fluency skills in Maths.
- Deliver high quality, focused intervention swiftly where need is identified.
- Ensure the same level of opportunities can be enjoyed by disadvantaged children as non-disadvantaged children regarding curriculum enrichment, extra-curricular activities and breakfast provision.
- Build strong relationships with parents/carers and engage them in school life, providing support so that they can support their children's learning at home.

- Closely monitor attendance to ensure our disadvantaged children are consistently attending school and they are therefore given the greatest opportunity to thrive.
- Provide support for any social, emotional or mental health needs as they arise.

All our work through the pupil premium is aimed at accelerating progress and improving the quality of life for all.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment on entry</p> <p>Children enter Reception without a secure phonetic understanding. They require additional time to consolidate their knowledge and revisit prior learning. Also, a large number of children are not on track in Literacy or Maths skills in Reception baseline assessments.</p>
2	<p>Attainment in KS1 and KS2.</p> <p>Currently, many children are not on track through KS1 and KS2 and the attainment of our disadvantaged children is lower than non-disadvantaged children. Many children do not make adequate progress and are consistently below age-related expectation. We need to close the attainment gap in KS1 and KS2 between disadvantaged children and non-disadvantaged children.</p>
3	<p>Gaps in knowledge and understanding</p> <p>Some pupils have low self-esteem and a lack of resilience preventing them from fully engaging in their learning, resulting in significant knowledge gaps and pupils falling behind national expectations.</p>
4	<p>Special Educational Needs and Disability</p> <p>A significant number of our disadvantaged children are on the register for SEND. Of the children entitled to Pupil Premium, 54% also are SEND. The needs of these children often present a barrier to their learning. As a school, we are seeing an increasing number of children requiring referrals and support from external agencies.</p>
5	<p>Play and Outdoor opportunities</p> <p>Not all families are able to access the vast opportunities on offer in the county of Cumbria for outdoor education. Therefore, some children's physical development, behaviour and attitudes towards movement to stay healthy requires explicit development through a diverse PE curriculum which takes in not only the fundamental gross motor development skills but also allows all children to experience a variety of Outdoor Education activities.</p>
6	<p>Social, Cultural and Financial Capital</p> <p>Many children have limited experiences and lack social, cultural and financial capital. This presents a barrier to future success, limiting aspirations and potentially leading to talents remaining unidentified.</p>
7	<p>Mental Wellbeing</p> <p>Our data analysis, including CPOMS analysis, has shown SEMH (Social, Emotional, Mental Health) needs prevent some children from behaving in a socially acceptable and safe manner in school which then prevents them from purposeful engagement in learning</p>

	activities. This is more prevalent in our disadvantaged children than our non-disadvantaged children.
8	Parental Support/Engagement Not all parents are able to actively support their child's learning at home either due to their own learning needs or their own negative experiences of education which make it hard for them to build strong bonds with school staff.
9	Diet Some families are not able to provide a healthy breakfast for children, impacting on their ability to engage in academic activities
10	Attendance Attendance data is improving but this trend needs to be maintained to allow for sustained improvement.

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
Academic progress for PP pupils will show sustained improvement across all year groups. This will be monitored by SLT during termly pupil progress meetings. It will also be monitored by the Rapid Improvement Committee of the governing body.	Internal tracking on SmartGrade will show that PP children are making expected progress from their respective starting points in line with non PP children. Any strategies implemented to accelerate progress of PP children that are not on track will show evidence of successfully narrowing this gap.
Academic progress for PP pupils with SEND will show sustained improvement across all year groups. This will be monitored by SLT and SENCo during termly pupil progress meetings. It will also be monitored by the Rapid Improvement Committee of the governing body.	SEND children will successfully achieve targets set on their school support plans. Internal tracking on SmartGrade will show that SEND children are making expected progress from their respective starting points. Any strategies implemented to accelerate progress of SEND children that are not on track will show evidence of successfully narrowing this gap.
Academic outcomes in statutory assessments for PP pupils will show sustained improvement. This will be monitored by SLT during termly pupil progress meetings and following the publication of school results in statutory assessments. It will also be monitored by the Rapid Improvement Committee of the governing body.	The number of PP children achieving GLD in EYFS will be in line with national average by 2028. The number of PP children achieving Expected Standard in phonics in Year One will be in line with national average by 2028. The number of PP children achieving Expected Standard in Reading, Writing, VGPS and Maths will be in line with national average by 2028.
Social, emotional or attachment issues for PP children will be addressed. This will be monitored by SLT and the school safeguarding governor.	Identified PP children will receive regular ELSA sessions.

	There will be evidence of children making progress against targets set within ELSA sessions.
Attendance data will show no difference between the attendance of our PP children and our non PP children. This will be monitored by SLT and the school attendance governor.	All attendance data will show attendance above 95% in all groups across the school.
The incidence of behavioural incidents in the mainstream classes will not be disproportionately weighted towards PP children. This will be monitored by SLT and the school safeguarding governor.	There will be a decrease in behavioural incidents linked to specific PP children on CPOMS. The number of behavioural incidents involving PP children logged on CPOMS will not be greater than that of non PP children.

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. All activities are closely aligned to our current post-OfSTED action plan and School Development Plan.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics lead to engage in rigorous monitoring of phonics teaching and learning, progress and attainment in EYFS, KS1 and KS2.</p> <p>Release time for Phonics lead to engage in improvement work with specialist advisor from Orgill Reading Hub.</p> <p>Phonics lead given additional 10% release time to implement action plan and drive improvement work in EYFS, KS1 and KS2.</p>	<p>Reasoning Children's achievement of Expected Standard in Phonics is below national average in Year 1 and Year 2. Rigorous monitoring will enable the subject leader to have clear oversight of their subject. Observation of teaching and learning in classrooms, studying children's books and conducting pupil voice will support the subject leader in providing actionable feedback, identifying CPD needs and holding class teachers to account. Careful reviewing of phonics data will enable identification of need for swift intervention for those that are falling behind.</p> <p>Evidence Base Utilise PP to promote long term change which will help all pupils including: Phonics (EEF Toolkit +5)</p>	1, 2, 3, 4

	<p>Reading comprehension strategies (EEF toolkit +7)</p> <p>High quality feedback (EEF Toolkit +6)</p> <p>Small group tuition(EEF Toolkit +4)</p> <p>Parental Engagement (EEF Toolkit +4)</p>	
<p>Early Years staff to engage in ShREC training.</p> <p>Early Years lead to monitor the implementation of ShREC within the classroom.</p>	<p>Reasoning</p> <p>Children's achievement of GLD in Reception is currently well below national average. Promotion of high-quality interactions between the children and Early Years staff is essential to their cognitive development, building their communication and language skills early in school. These evidence-informed strategies will support building strong foundations required for future success.</p> <p>Evidence Base</p> <p>EEF – the ShREC approach</p>	1, 2, 3, 4
<p>Use of the Great Teaching Toolkit to develop Adaptive Teaching strategies for all students.</p> <p>Rigorously monitor use of adaptive teaching strategies in EYFS, KS1 and KS2 using EEF guidance for best practice.</p>	<p>Reasoning</p> <p>There is a large range of attainment within each classroom in school. Proficiency with adaptive teaching strategies is essential in order to respond to the needs of all children in each class and ensure that all children are able to succeed.</p> <p>Evidence Base</p> <p>Phonics (EEF Toolkit +5)</p> <p>Reading comprehension strategies (EEF toolkit +6)</p> <p>High quality feedback (EEF Toolkit +6)</p> <p>Small group tuition(EEF Toolkit +4)</p>	1, 2, 3, 4
<p>Staff to engage in CPD linked to high quality feedback, enabling children to understand and respond to their next steps.</p> <p>SLT and subject leaders to rigorously monitor use of effective feedback in EYFS, KS1 and KS2 using EEF guidance for best practice.</p>	<p>Reasoning</p> <p>Clear, actionable feedback that is focused on improvement is well proven to have a high impact on learning outcomes and supporting children to make good progress.</p> <p>Evidence Base</p> <p>Assessment and Feedback to improve pupil learning (+6 months).</p>	1, 2, 3, 4
<p>Reading lead to engage in rigorous monitoring of Reading teaching and learning, progress and attainment in KS1 and KS2.</p>	<p>Reasoning</p> <p>Children's achievement of Expected Standard in Reading is below national average. Rigorous monitoring will enable the subject leader to have clear oversight of their subject. Observation</p>	1, 2, 3, 4

	<p>of teaching and learning in classrooms, studying children's books and conducting pupil voice will support the subject leader in providing actionable feedback, identifying CPD needs and holding class teachers to account. Careful reviewing of reading data will enable identification of need for swift intervention for those that are falling behind.</p> <p>Evidence Base</p> <p>Reading comprehension strategies (EEF toolkit +5)</p>	
<p>Release time for writing lead to engage in the Sentenced To Success writing programme led by WELL and implement changes in school.</p> <p>Writing lead to implement changes to support children's development of transcription skills in EYFS, KS1 and KS2.</p> <p>Writing lead to engage in rigorous monitoring of Writing teaching and learning, progress and attainment in EYFS, KS1 and KS2.</p>	<p>Reasoning</p> <p>Children's achievement of Expected Standard in Writing is below national average. Rigorous monitoring will enable the subject leader to have clear oversight of their subject. Observation of teaching and learning in classrooms, studying children's books and conducting pupil voice will support the subject leader in providing actionable feedback, identifying CPD needs and holding class teachers to account. Careful reviewing of writing data will enable identification of need for swift intervention for those that are falling behind.</p> <p>Sentenced to Success is a professional development programme that helps schools place secure sentence-level work at the heart of their writing curriculum to strengthen the building blocks of writing. It is grounded in evidence and shaped by the challenges of literacy disadvantage.</p> <p>Evidence Base</p> <p>EEF Improving Literacy in Key Stage 1 EEF Improving Literacy in Key Stage 2</p>	1, 2, 3, 4
<p>Release time for Maths lead to engage in improvement work with specialist advisor from North West Maths Hub.</p> <p>Maths lead to drive a focus on mastery learning in mathematics, implemented with the support of the North West Maths Hub</p>	<p>Reasoning</p> <p>Children's achievement of Expected Standard in Maths is below national average. Rigorous monitoring will enable the subject leader to have clear oversight of their subject. Observation of teaching and learning in classrooms, studying children's books and conducting pupil voice will support the subject leader in providing actionable feedback, identifying CPD needs and holding class teachers to account.</p>	1, 2, 3, 4

<p>Maths lead to engage in rigorous monitoring of Maths teaching and learning, progress and attainment in EYFS, KS1 and KS2.</p>	<p>Careful reviewing of maths data will enable identification of need for swift intervention for those that are falling behind.</p> <p>The EEF state that Mastery learning approaches are well-evidenced to have a significant impact on learning outcomes, particularly in Maths and in primary-aged children.</p> <p>Evidence Base</p> <p>Quality first teaching is the cornerstone of all in class progress for all children – WELL Project; Creative Education, authors of the Great Teaching Toolkit.</p> <p>Mastery Learning EEF +5</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £25,705

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision teaching time to be added to TA timetables	<p>Reasoning</p> <p>Precision teaching is proven to be one of the most effective teaching strategies for ensuring high levels of fluency and accuracy. It will be an incredibly valuable intervention in supporting children to develop strong foundational knowledge and fluency skills in Reading, Spelling and Maths.</p> <p>Evidence Base</p> <p>Intervention based around Early Reading Research developed by Dr Jonathan Solity over 15yr period</p> <p>Teaching Assistant interventions EEF +4</p>	2,3,4
Implement Nessy dyslexia programme	<p>Reasoning</p> <p>A number of our children are diagnosed with dyslexia. There are also a number of children with SEND that struggle to make progress with our phonics programme in KS2. Nessy is an evidence-based approach to reading and spelling that follows the science of</p>	2, 3, 4

	<p>reading, supporting those children to make good progress.</p> <p>Evidence Base Reading comprehension strategies EEF Toolkit +6 Phonics EEF Toolkit +5</p>	
Implement reading fluency interventions (Herts for Learning KS2 Reading Fluency intervention + Fluent Zoo).	<p>Reasoning There are a number of children in KS2 that are not yet fluent readers. It is well evidenced that targeted reading fluency interventions have a high impact on learning outcomes.</p> <p>Evidence Base Reading comprehension strategies EEF Toolkit +6</p>	2, 3, 4
Implement Reciprocal Reading programme.	<p>Reasoning There are a number of children in Year 5 and Year 6 that are fluent readers but have poor comprehension. An intervention that develops reading comprehension strategies, which focus on the learners' understanding of written text, are rated as high impact on the EEF Toolkit.</p> <p>Evidence Base Teaching Assistant interventions EEF +4</p>	2, 3, 4
Implement revision clubs for Year 6 pupils	<p>Reasoning Children's achievement of Expected Standard in Reading, GPS, Writing and Maths is below national average. The EEF demonstrate a link between extending school time and improved attainment through additional learning hours, providing pupils with more exposure to teaching, more time to engage with content, and generally more learning.</p> <p>Evidence Base Extending school time EEF +3</p>	2, 3, 4
ELSA given priority on timetabling and receives regular supervision	Reasoning	7, 10

<p>sessions with the Educational Psychology Team</p>	<p>A growing number of children are presenting at school requiring support with social, emotional or mental health needs. Priority timetabling ensures that all children that require such support are able to access it regularly. It is documented that social and emotional learning approaches have a positive impact on learning outcomes.</p> <p>Evidence Base Oral language interventions EEF Toolkit +6</p>	
<p>Dedicated small group support for pupils who are working below PKS6 led by qualified teacher.</p>	<p>Reasoning A small group of pupils in Year 3 are working well below age-related expectations. In order for them to catch up to their peers, intensive small group tuition in a separate working area, targeted to their specific needs, will accelerate their progress.</p> <p>Evidence Base Small group support EEF +4</p>	<p>2, 3, 4</p>

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA trained adult to provide specialist support for children's emotional development and helping them cope with life's challenges. They will also help the children to find solutions to problems they might have.</p> <p>Training for an additional ELSA in school to address the increasing demand for support work.</p>	<p>Reasoning A growing number of children are presenting at school requiring support with social, emotional or mental health needs. Priority timetabling ensures that all children that require such support are able to access it regularly. It is documented that social and emotional learning approaches have a positive impact on learning outcomes.</p> <p>Evidence Base Early Intervention (EEF Toolkit +5)</p>	<p>7, 10</p>

	Parental engagement (EEF Toolkit +4)	
New member of staff trained to lead Kidsafe programme so that it can continue to be delivered in EYFS, SK1 and KS2.	<p>Reasoning</p> <p>A growing number of children are presenting at school requiring support with social, emotional or mental health needs. KidSafe UK is a leading provider of children's mental health and safeguarding training for schools to deliver an age-appropriate, engaging, fun and effective safeguarding programmes.</p> <p>Evidence Base</p> <p>Social and Emotional Learning (EEF Toolkit +4)</p>	7, 10
Subsidise residential trips and visits so that they are affordable for all children.	<p>Reasoning</p> <p>Many of our disadvantaged children do not have the same opportunity to access enriching experiences as their non-disadvantaged peers. As a result, we ensure that we deliver a range of enriching experiences in school that are equally accessible for all children, raising the social, cultural and financial capital of all children.</p> <p>Evidence Base</p> <p>Social and emotional learning (EEF Toolkit +4)</p>	5, 6, 7, 10
To continue to improve the reading culture across the school, developing children's love of reading. -Implement weekly and termly reward system for independent reading. -Rigorously monitor children reading at home through reading records. -Ensure provision of 1:1 reading for children that do not read regularly at home with appropriately trained adult. -To host curriculum afternoon to raise parental awareness of the school's curriculum and progression of skills. -To host "Books And Biscuits" coffee afternoon -To host parent meeting to discuss reading curriculum. -To host the Scholastic Book Fair	<p>Reasoning</p> <p>Children's achievement of Expected Standard in Reading is below national average. The EEF emphasises the importance of reading for pleasure. It is well evidenced that engaging in reading can enhance children's comprehension and vocabulary.</p> <p>Evidence Base</p> <p>Reading comprehension strategies EEF +6 Parental engagement EEF +4</p>	6, 8
Develop an outdoor activity programme that makes effective use of the local area; Walk Day; Ghyll Scrambling; Kayaking; Canoeing	<p>Reasoning</p> <p>Many of our disadvantaged children do not have the same opportunity to access enriching experiences as their</p>	5, , 6, 7, 10

	<p>non-disadvantaged peers. As a result, we ensure that we deliver a range of enriching experiences in school that are equally accessible for all children to give them the best possible start in life.</p> <p>Evidence Base</p> <p>Outdoor activity opportunities to boost the social and emotional wellbeing of the children EEF +4</p>	
<p>Provide Breakfast Club that is open for all from 7:30am and affordable for all families. After-School Club available for all until 5:45pm.</p> <p>Provision of breakfast for children that have not had any upon arrival at school.</p>	<p>Reasoning</p> <p>Historically, many of our disadvantaged children have poorer attendance and punctuality than their non-disadvantaged peers. Provision of breakfast club and after-school club ensures that the children are in school on time and have the opportunity to start their day with a healthy breakfast.</p> <p>Evidence Base</p> <p>Extending school time EEF +3</p> <p>EEF: Breakfast clubs found to boost primary pupils' reading writing and maths results.</p>	7, 8, 9, 10
<p>Provide extra curricular clubs that are affordable for all families.</p>	<p>Reasoning</p> <p>Many of our disadvantaged children do not have the same opportunity to access enriching experiences as their non-disadvantaged peers. As a result, we ensure that we deliver a range of enriching experiences in school that are equally accessible for all children to give them the best possible start in life.</p> <p>Evidence Base</p> <p>Extending school time EEF +3</p> <p>Physical activity EEF +2 months</p> <p>EEF: Supporting school attendance – Build a culture of community and belonging for pupils.</p>	5, 6, 7, 8, 10
<p>Provide music lessons that are accessible to all; guitar; drumming and recorder.</p>	<p>Reasoning</p> <p>Many of our disadvantaged children do not have the same opportunity to access enriching experiences as their non-disadvantaged peers. As a result, we ensure that we deliver a range of enriching experiences in school that are equally accessible for all children. raising the social, cultural and financial</p>	6, 7, 8, 10

	<p>capital of all children to give them the best possible start in life.</p> <p>Evidence Base Arts Participation EEF +3</p>	
Provide curriculum enrichment to raise social, cultural and financial capital	<p>Reasoning Many of our disadvantaged children do not have the same opportunity to access enriching experiences as their non-disadvantaged peers. As a result, we ensure that we deliver a range of enriching experiences in school that are equally accessible for all children to give them the best possible start in life.</p> <p>Evidence Base EEF: Supporting school attendance – Build a culture of community and belonging for pupils.</p>	6, 7, 8, 10
Provide uniform and PE kit at a reduced rate so that it is affordable to all families.	<p>Reasoning We recognise that the rapidly rising cost of living is placing greater financial strain on an increasing number of our families. As such, we have adopted a poverty-proofing approach in school, taking practical steps to remove barriers faced by families that struggle with poverty-based exclusion.</p> <p>Evidence Base Parental Engagement EEF +4</p>	7, 8, 10
Provide diverse sporting opportunities that are inclusive to all children, not only the most gifted.	<p>Reasoning Many of our disadvantaged children do not have the same opportunity to access enriching experiences as their non-disadvantaged peers. We are committed to being an inclusive school that promotes the fulfilment of potential for all pupils. The EEF state that making sure pupils feel seen, understood, and safe is a crucial starting point for supporting attendance, especially for more vulnerable children who may have fewer protective factors than others. There is also a proven link between levels of physical activity and health, wellbeing, physical development and academic performance.</p>	5, 6, 7, 10

	<p>Evidence Base Physical Activity EEF +1</p>	
Host three PINS project coffee mornings to develop inclusivity and raise the profile of our neurodiverse children in school.	<p>Reasoning A growing number of our children are neurodiverse. The EEF state that making sure pupils feel seen, understood, and safe is a crucial starting point for supporting attendance, especially for more vulnerable children who may have fewer protective factors than others.</p> <p>Evidence Base Parental engagement EEF +4 EEF: Supporting school attendance – Build a culture of community and belonging for pupils.</p>	7, 8, 10

Total budgeted cost: £70,705

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Based on our outcomes in July 2025, the school is not yet on track to meet the objectives set out in our 2024 – 2025 statement.

2025 KS2 Data	School average for disadvantaged pupils	School average for non disadvantaged pupils
Percentage achieving “Expected Standard” in Reading, Writing, Maths combined at the end of KS2.	25%	50%
Percentage achieving “Expected Standard” in Reading at the end of KS2.	25%	60%
Percentage achieving “Expected Standard” in Writing at the end of KS2.	38%	50%
Percentage achieving “Expected Standard” in Grammar, Punctuation and Spelling (GPS) at the end of KS2.	25%	65%
Percentage achieving “Expected Standard” in Maths at the end of KS2.	38%	55%

In comparison to the National data, the school is below national averages in our end of Year 6 outcomes. Disadvantaged children perform less well than non-disadvantaged children across reading, writing, GPS and Maths.

Specifically, it is our disadvantaged boys who show the least amount of progress in comparison to our school, local and national data with 100% achieving below A.R.E in reading, 82% achieving below A.R.E in writing, 100% below A.R.E in GPS and 82% achieving below A.R.E in Maths.

These trends are currently similar to the outcomes seen across the school. Attendance data has improved with all classes showing above 90% attendance and no discernible difference between disadvantaged and non-disadvantaged children. Adaptations have been made to the 2025 -2026 plan to keep it in line with the outcomes of the January '25 Ofsted inspection

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
TT Rockstars	Maths Circle Ltd
PenPals	PenPals
Spelling Shed	EdShed
Reading Fluency Project	HFL Education
Fluent Zoo	Fluent Zoo
Reciprocal Reading Programme	FFT Literacy
Nessy	Nessy

Service pupil premium funding (optional)

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

Provision of ELSA time.

Contribution to educational visits and residential trips.

Music lessons.

The impact of that spending on service pupil premium eligible pupils

Service PP children are offered a contribution towards residential trips and educational visits. This allows the children to access enrichment opportunities they may otherwise be unable to access. We have also been able to support the children with extracurricular music lessons.

We also provide the school ELSA with additional release time so that the children can access time with them when needed.