

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	All Saints CE Primary School
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	20.9 % (87 children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2026 to 2028 - 2029
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	N Brompton Headteacher
Pupil premium lead	S Halmshaw Assistant Headteacher
Governor / Trustee lead	R Khalil

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,410
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£142,410

Part A: Pupil Premium Strategy Plan

Statement of Intent

All Saints' Church of England Primary School is committed to ensuring that every child has access to a full curriculum, especially for our disadvantaged pupils. We ensure that any barriers to learning are minimised by closely monitoring attendance, parental engagement, progress and attainment. We have high aspirations and expectation for every child, whatever their needs and abilities, and teach a creative, inclusive and enriched curriculum that helps every child reach their potential.

School context:

All Saints' C of E Primary School is a two-form entry inner city school in central Peterborough. The school serves a diverse population. A unique characteristic of our school is the high proportion of children for whom English is an Additional Language (EAL). There are currently 88.7%% of pupils (368/415 children) with English as an Additional Language which is significantly above national figure of 20.8%.

From the analysis of data by senior leaders and the review of the previous year's Pupil Premium strategy plan, we have identified key aims specific to our Pupil Premium children.

We aim to:

- Use Pupil Premium funding to narrow the gap in attainment and progress between vulnerable pupils and those nationally particularly in Writing.
- Continue to offer quality first teaching for all pupils across the school in order for all groups of learners, but particularly the disadvantaged pupils, to achieve well and make at least expected progress.
- Offer equal opportunities for all Pupil Premium children, ensuring they have access to a well-mapped curriculum and non-curriculum learning opportunities.
- Engage parents and families of Pupil Premium children through Teaching and Learning conferences, to support learning needs and improve attendance.
- To ensure that both disadvantaged pupils and their peers have access to a range of emotional, social and mental support as required, developing their wellbeing.
- Improve Pupil Premium children's attendance, particularly focusing on persistent absenteeism, so that it is in line with non-pupil premium cohorts and exceeds Pupil Premium attendance nationally.

Challenges

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

Challenge number	Detail of challenge
1	There is a high overlap of Pupil Premium and EAL pupils; language and vocabulary gaps impact Writing attainment.
2	There are gaps in writing progress among Pupil Premium pupils, particularly in Years 2–6.
3	The SEND, EAL and Pupil Premium intersection require clear scaffolding and adaptive teaching. Staff need support with this.
4	Pastoral and social-emotional needs affect Writing engagement and confidence in Pupil Premium children
5	There is inconsistent progress between Writing and Combined outcomes.
6	There is an increasing complexity of need in upper KS2 affecting Writing stamina and independence.
7	There is limited parental engagement among EAL and Pupil Premium families impacting learning.
8	There is a need for ongoing staff CPD in inclusive, adaptive, and EAL-sensitive pedagogy.

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.

Challenge Number	Intended outcome	Success criteria
1	Improve vocabulary and language acquisition for PP and EAL pupils.	EAL PP pupils show improved vocabulary in writing assessments; 75%+ make expected progress.
2	Narrow the writing progress gap between PP and non-PP pupils.	75%+ PP pupils make expected or accelerated progress in writing.
3	Ensure scaffolding and adaptive teaching meet the needs of SEND and EAL pupils.	Lesson visits show consistent use of scaffolds and adaptive strategies.
4	Increase writing engagement through wellbeing support.	Pupil voice shows improved confidence; attendance improves for identified pupils.
5	Align writing outcomes with combined attainment.	The gap between Writing and Combined outcomes reduced by 10%+ by July 2026.
6	Build writing stamina and independence in KS2 PP pupils.	KS2 PP pupils produce better quality extended writing independently by Summer Term 2026.
7	Enhance parental engagement in supporting writing.	Increased attendance at workshops.
8	Embed adaptive and inclusive teaching practice across staff.	100% of staff demonstrate inclusive strategies in lesson visits.

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: £104,993

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver CPD on adaptive teaching, EAL pedagogy, and SEND scaffolding.	The Early Career Framework (ECF) and associated guidance promote adaptive teaching (sometimes positioned as a refinement of “differentiation”) as a means of responding flexibly to learners’ needs, using assessment and scaffolding rather than fixed ability-grouping. EEF Blog: ECF – Exploring the Evidence: ‘Adaptive Teaching’ and Effective Diagnostic Assessment	1, 3, 8
Implement daily vocabulary instruction and pre-teaching of key words.	There is a substantial research base showing that explicit vocabulary instruction (with depth, multiple exposures, and word-learning strategies) improves comprehension, reading, and writing outcomes. Effective Vocabulary Instruction Fosters Knowing Words, Using Words, and Understanding How Words Work - Margaret G McKeown	1
Align success criteria and TAFs across subjects to ensure consistency in writing assessment.	In the domain of moderation and writing assessment, guidance emphasises the importance of consistent, well-defined criteria, and the need to avoid overly scaffolded criteria that mask whether pupils can perform independently. HFL Education - Key Stage 2 moderation round-up	2, 5, 6
Moderate writing outcomes termly across phases to secure standardisation.	Internal moderation is considered essential in accountability frameworks (e.g. teacher assessment of writing), and external moderation often expects schools to	2, 5, 6

	demonstrate robust internal systems. Cambridge Assessment - Insights into teacher moderation of marks on high-stakes	
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Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £5,579

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce structured routines to build stamina (e.g. dictated sentences, sentence starters).	Using dictated sentences as a high-impact writing strategy: giving students dictated sentences helps them apply phonics/spelling in context, reinforcing mechanics, fluency, and accuracy. While the term “writing stamina” is more qualitative and less well-defined in research, practitioners and literacy commentators emphasise that many pupils struggle to sustain independent writing over time due to cognitive load, fatigue, and limited transcription fluency. The Writing Framework 2025	1
Introduce the NELI programme in EYFS and as an intervention across school	There is strong evidence that the Nuffield Early Language Intervention (NELI) programme works for language acquisition (in young children). NELI Evidence and Development	1
Deliver targeted EAL and SEND interventions using Widgit resources.	In the domain of Widgit Symbols, research and practitioner writing emphasise that symbol support (visual symbols paired with words) helps pupils access the written curriculum, supports vocabulary and concept comprehension, and provides scaffolds for writing and expression, especially for pupils with communication or literacy difficulties.	1, 3

	Journal of Enabling Technologies - The role of symbols in the mainstream to access literacy	
Monitor progress through half termly PP pupil progress meetings	Practitioner guidance on pupil progress meetings emphasises best practice: that meetings should be focused, driven by data (trends, patterns), involve collaborative analysis, identify next steps, and monitor the implementation of actions. The National College - Key Considerations for Effective Pupil Progress Meetings	2, 5

Wider Strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £36,902

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker to focus on wellbeing concerns, referrals, attendance, particularly for Pupil Premium children.	Data shows that 1 in 4 children will have a mental health concern at some point and that the pandemic / COVID-19 has had a negative impact on children's mental health. Research and advice from the EEF shows that focusing on improving wider strategies (such as attendance and behaviour) will also impact attainment and progress for disadvantaged pupils. EEF Moving forwards, making a difference	4, 7
Development of an attendance action plan that will involve a clear strategy for improving attendance.	An EEF report states that pupils need to be in school to learn and achieve. Pupils with no absence are 1.6 times more likely to achieve. EEF Guide Working with Parents to Support Children's Learning DfE Improving School Attendance	4, 7
Fund to support PP children with access to trips etc	We offer to support the payment of trips for children who are PP.	
Contingency fund for acute issues.	Based on our experiences, we have found a need to set aside an amount	4, 7

	of funding to cover costs in situations where we need to respond quickly. These needs may not have yet been identified.	
Total £147,474		

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

During the previous academic year, we analysed the performance of our disadvantaged pupils using national assessment data alongside our own internal summative and formative assessments.

The data demonstrated that, in the final year of this strategy, the progress and attainment of Pupil Premium pupils were not as strong as in the previous two years. To help gauge performance, we compared outcomes for our disadvantaged pupils with those of disadvantaged and non-disadvantaged pupils both nationally and locally, as well as with our own non-disadvantaged cohort. It is important to note that some pupils included in the performance data will have experienced continued effects of Covid-19 disruptions earlier in their schooling, which likely impacted attainment across different contexts.

Early Years Foundation Stage (EYFS)

The support and targeted focus within the Early Years Foundation Stage were highly effective.

- **All Saints' C of E Primary School GLD (Good Level of Development): 71% overall**
- **Pupil Premium pupils achieving GLD: 80%**
- **Non-Pupil Premium pupils achieving GLD: 71%**
- **National GLD: 68%**

These results demonstrate that the EYFS provision successfully narrowed the attainment gap, with Pupil Premium pupils outperforming both their peers and the national average.

Phonics Screening Check (PSC)

The Phonics Screening Check outcomes also showed positive performance overall:

- **All Saints' C of E Primary School overall pass rate: 85%**
- **Pupil Premium pass rate: 77%**
- **Non-Pupil Premium pass rate: 87%**
- **National pass rate: 80%**

While Pupil Premium pupils performed broadly in line with national outcomes, the in-school gap between disadvantaged and non-disadvantaged pupils remains an area for continued focus.

Key Stages 1 and 2

Internal summative assessments for Years 2-5 and external statutory assessments for the end of Key Stage 2 indicate that while some Pupil Premium pupils are achieving outcomes broadly in line with their peers, the majority are not yet doing so. This highlights the need for more targeted, consistent support across key stages to accelerate progress and close attainment gaps.

Wider Factors: Attendance, Behaviour and Wellbeing

Our broader evaluation also considered attendance, behaviour, and wellbeing data for disadvantaged pupils.

- **Attendance:** Pupil Premium attendance at All Saints' C of E Primary School was higher than the national average for disadvantaged pupils.
- **Behaviour:** 38% of behaviour incidents in 2024–25 involved Pupil Premium pupils, an increase from 33% in the previous year.
- **Family Support:** 63% of Pupil Premium pupils or their families received support or intervention from the Family Support Worker during the academic year.

These findings suggest that wider contextual factors continue to influence outcomes and must remain a key part of our strategic approach.

Summary of Impact and Next Steps

Overall, the performance of our disadvantaged pupils in 2024-25 did not meet expectations. However, since the start of the 2025-26 academic year, there has already been notable improvement and progress in Writing, which is the core focus area within the School Improvement Plan. Early evidence indicates that current strategies are having a positive impact, and the school remains on course to achieve the intended long-term outcome (Outcome 5) by 2027-28.

Our evaluation of last year's approaches suggests that resources were spread too thinly across multiple priorities. Moving forward, we will adopt a more targeted and streamlined strategy, ensuring that interventions are sharply focused and monitored for impact, particularly in relation to Writing and core learning outcomes for disadvantaged pupils.

Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Maths No Problem	Maths No Problem
Mathletics	3P Learning
TTRockstars	Maths Circle Ltd
DoodleMaths	EZ Education
Reading Shed	Education Shed
Spelling Shed	Education Shed
PiXL	The PiXL Club
Purple Mash	2Simple

