Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 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	414
Proportion (%) of pupil premium eligible pupils	19.9 % (82 children)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2026-2027 to 2028-2029
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	N Brompton Headteacher
Pupil premium lead	S Halmshaw Deputy Headteacher
Governor / Trustee lead	Kimberley Starkey

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,340
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	£131,340

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 expectations 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 86.2% of pupils (355/412 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 with a specific focus on improving our combined measures.
-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 affect access to the curriculum and attainment across Reading, Writing and Mathematics.
2	Attainment gaps between Pupil Premium and non-Pupil Premium pupils remain evident across Key Stage 2, particularly in combined outcomes.
3	The SEND, EAL and Pupil Premium intersection require clear scaffolding and adaptive teaching. Staff need support with this.
4	Pastoral, attendance and social-emotional needs impact engagement, attendance and attainment for disadvantaged pupils.
5	Combined attainment for disadvantaged pupils remains below expected levels in several cohorts, indicating that pupils are not yet consistently achieving expected standards across Reading, Writing and Mathematics.
6	Increasing complexity of need in upper KS2 is affecting attainment and independence across the curriculum.
7	Parental engagement among some EAL and disadvantaged families remains variable, limiting opportunities to support attendance, learning and attainment.
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 language acquisition and vocabulary knowledge for PP and EAL pupils.	PP and EAL pupils demonstrate improved vocabulary and curriculum understanding across subjects, with 75%+ making expected progress.
2	Narrow attainment gaps between PP and non-PP pupils in combined outcomes.	Increased proportion of PP pupils achieve age-related expectations in combined Reading, Writing and Mathematics measures.
3	Ensure scaffolding and adaptive teaching meet the needs of SEND and EAL pupils.	Lesson visits and learning walks show consistent use of scaffolds and adaptive strategies.
4	Improve attendance, engagement and wellbeing for disadvantaged pupils.	Attendance of disadvantaged pupils improves and persistent absence reduces.
5	Increase combined attainment across Key Stage 2.	Combined attainment improves in every year group, with gaps between disadvantaged and non-disadvantaged pupils reducing year on year.
6	Improve independence and attainment for disadvantaged pupils with complex needs.	PP pupils demonstrate improved independence and attainment across the curriculum, evidenced through assessment and monitoring.
7	Enhance parental engagement in supporting combined measures.	Increased attendance at workshops.
8	Embed adaptive and inclusive teaching practice across staff.	100% of staff demonstrate inclusive strategies in lesson visits and learning walks.

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: £49,994

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 assessment and curriculum expectations across Reading, Writing and Mathematics to improve combined attainment outcomes.	Consistent assessment practices help teachers identify learning gaps and adapt teaching more effectively. The Education Endowment Foundation highlights the importance of using assessment information to inform teaching and target support where it is most needed, particularly for disadvantaged pupils. High-quality formative assessment and feedback have been shown to improve pupil attainment across subjects.	2, 5, 6

	[educationе...ion.org.uk], [educationе...ion.org.uk] The EEF's *Embedding Formative Assessment* programme demonstrated an average of two additional months' progress through the systematic use of assessment to inform teaching and learning. [educationе...ion.org.uk], [educationе...ion.org.uk]	
Moderate and analyse Reading, Writing and Mathematics outcomes at least termly to identify barriers to combined attainment.	Effective use of assessment data enables schools to identify gaps in attainment, monitor the progress of disadvantaged pupils and deploy support strategically. The EEF recommends ongoing use of assessment information to ensure interventions are accurately targeted and evaluated. [educationе...ion.org.uk], [educationе...ion.org.uk] The EEF's guidance on implementation emphasises that schools should use data and evidence to diagnose need, monitor impact and refine approaches over time, rather than relying on assumptions about pupil barriers. [d2tic4wvo1...dfront.net]	2, 5, 6

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

Budgeted cost: £27,779

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted support to address barriers preventing disadvantaged pupils	The EEF identifies targeted academic support as a key component of an effective Pupil Premium strategy.	1

from achieving expected standards across Reading, Writing and Mathematics.	Evidence shows that carefully targeted one-to-one and small-group interventions can have a positive impact on attainment, particularly when linked closely to classroom teaching and informed by assessment. [educatione...ion.org.uk], [d2tic4wvo1...dfront.net] Targeted interventions are particularly effective when they focus on identified gaps in literacy, language and numeracy and are monitored regularly for impact. [d2tic4wvo1...dfront.net], [educatione...ion.org.uk]	
Embed the use of 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
Strengthen adaptive teaching and scaffolding for disadvantaged pupils, including those who are SEND and/or EAL.	The EEF states that pupils with SEND and disadvantaged pupils benefit most from high-quality teaching that includes explicit instruction, scaffolding, flexible grouping and targeted support. Teachers should adapt teaching in ways that increase access to learning while maintaining high expectations. [educatione...ion.org.uk], [educatione...ion.org.uk], [educatione...ion.org.uk] Effective adaptations should be integrated into whole-class teaching and linked to curriculum goals, rather than reducing challenge or creating dependency. [educatione...ion.org.uk]	1, 3
Monitor progress through half termly PP	The EEF recommends regular assessment and review processes to ensure support is targeted	2, 5

pupil progress meetings	appropriately and adjusted when pupils are not making expected progress. Targeted academic support is most effective when pupil needs are identified early and intervention impact is monitored. [educatione...ion.org.uk], [educatione...ion.org.uk]	

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

Budgeted cost: £56,926

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain attendance, family support and pastoral interventions to reduce barriers to learning.	The EEF reports that attendance is one of the most commonly identified barriers to attainment for disadvantaged pupils and notes that absence contributes significantly to the disadvantage gap. Schools are encouraged to address wider barriers alongside academic support. [educatione...ion.org.uk], [educatione...ion.org.uk] The EEF's guidance on working with parents and carers identifies purposeful parental engagement as an important factor in supporting pupil learning and improving educational outcomes. [educatione...ion.org.uk], [educatione...ion.org.uk]	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 of funding to cover costs in situations where we need to respond quickly. These needs may not have yet been identified.	4, 7
Total £134,699		

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

Key Stages 1 and 2
Internal assessment information from Years 1-5 demonstrates a mixed picture for disadvantaged pupils across the school. Outcomes remain strongest in the younger year groups, whereas attainment gaps become more evident as pupils move through Key Stage 2, particularly in Writing and Combined measures. Overall, attainment for Pupil Premium pupils remains below that of their non-Pupil Premium peers in most year groups, although progress measures indicate that a high proportion of disadvantaged pupils are making expected progress.

Strengths

- Year 1 Pupil Premium pupils performed strongly with 64% achieving age-related expectations in Reading, Writing, Mathematics and Combined outcomes, with 100% making expected progress across all subjects.
- Year 2 Pupil Premium pupils showed significant improvement in Writing, increasing from 38% at prior attainment to 56% at CP6.
- Mathematics outcomes for Pupil Premium pupils improved in several cohorts, particularly Year 3 (60%) and Year 4 (50%).
- Across Years 1-5, the majority of Pupil Premium pupils achieved expected progress targets, demonstrating that pupils are moving forward from their starting points.

Areas for Development

- Attainment gaps between Pupil Premium and non-Pupil Premium pupils remain evident across Key Stage 2, particularly in Writing and Combined outcomes.
- Year 3 and Year 4 Pupil Premium attainment remains significantly below non-Pupil Premium pupils, particularly in Writing and Combined attainment.
- Combined attainment for disadvantaged pupils in Years 3, 4 and 5 remains below 50%, indicating that pupils are not yet consistently achieving expected standards across Reading, Writing and Mathematics together.
- Writing continues to be the most significant barrier to higher combined outcomes and remains the key priority identified through school improvement monitoring and assessment information.

Key Stage 2 SATs (Year 6)
The Year 6 disadvantaged cohort achieved their strongest outcomes in Reading and Mathematics, with 59% of pupils reaching the expected standard in both subjects. Writing outcomes were also positive, with 53% achieving the expected standard. Combined attainment was 44%, which was broadly in line with pupils' Key Stage 1 attainment and reflected the complexity of the cohort, which included a number of pupils with additional barriers to learning, including SEND and EAL. Reading attainment increased from 47% at the end of Year 5 to 59% by the end of Key Stage 2, whilst Mathematics improved from 41% to 59%. These outcomes demonstrate the positive impact of targeted support, adaptive teaching and intervention, particularly in Reading and Mathematics, enabling many pupils to make strong progress from their individual starting points.

Comparison with national disadvantaged pupils
Whilst outcomes remained broadly in line with national figures for disadvantaged pupils for the expected combined outcome, Reading and Mathematics were relative strengths for the cohort. Outcomes should be considered within the context of a small cohort with a high proportion of pupils facing multiple barriers to learning. The strongest attainment was seen in Reading and Mathematics.

Comparison with non-disadvantaged pupils
Attainment for disadvantaged pupils remained below that of their non-disadvantaged peers. However, disadvantaged pupils showed positive gains from their Year 5 starting points, particularly in Reading and Mathematics, and targeted pupil premium provision supported pupils in accessing the curriculum and achieving improved outcomes over time.

Summary of Impact and Next Steps
Overall, the impact of the pupil premium strategy has been strongest in Early Years and Key Stage 1, where attainment and progress outcomes compare favourably with national figures and, in some cases, exceed those of non-disadvantaged pupils.

Whilst many disadvantaged pupils are making expected progress, attainment gaps remain evident across Key Stage 2, particularly in Writing and Combined outcomes. School assessment information demonstrates that Writing continues to be the subject area having the greatest impact on wider attainment and remains the most significant barrier to disadvantaged pupils achieving combined expected standards.

Attendance continues to be a significant barrier for some disadvantaged pupils. In 2025-26, attendance for disadvantaged pupils was 93.9%, below the whole-school figure of 95.2%, and persistent absence among disadvantaged pupils was 18.6%, compared with 10.7% across the school. Similar patterns were evident for FSM pupils (93.8% attendance and 18.9% persistent absence) and SEND pupils (93.6% attendance and 18.3% persistent absence). Whilst overall attendance has improved in 2026-27 to date, with disadvantaged attendance increasing to 94.2%, persistent absence for disadvantaged pupils remains comparatively high at 15.1%. This indicates that attendance continues to be a key factor affecting access to learning and is likely to contribute to the attainment gaps identified elsewhere in this review. As a result, attendance monitoring, family support and targeted interventions remain an important priority within the pupil premium strategy.

In response to this review, the school will continue to:

- Prioritise the improvement of Writing outcomes across all year groups.
- Strengthen adaptive teaching and scaffolding for disadvantaged pupils, particularly where pupils are also SEND and/or EAL.
- Use half-termly pupil progress meetings to quickly identify pupils requiring additional support.
- Maintain strong attendance, wellbeing and family support systems to address barriers to learning.
- Monitor the impact of interventions more sharply to ensure disadvantaged pupils achieve accelerated progress and improved attainment outcomes.

This evidence indicates that current strategies are having a positive impact on pupil progress; however, further work is required to secure consistently strong attainment outcomes for disadvantaged pupils across Key Stage 2 and to close remaining gaps between disadvantaged and non-disadvantaged learners.

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
Purple Mash	2Simple