



Children eligible for pupil premium funding strategy statement



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. We refer to children eligible for pupil premium, as we acknowledge that all children in receipt may not be currently disadvantaged either financially or socially. The funding may also benefit children who we consider to be socially disadvantaged, whilst not being eligible.

It outlines our strategy for children eligible for pupil premium funding, how we intend to spend the funding in this academic year and the effect that last year's spending had within our school.

School overview

Detail	Data
School name	All Saints CofE Primary
Number of children in school	253
Proportion (%) of children eligible for pupil premium funding	33%
Academic year/years that our current pupil premium strategy plan covers (three-year plans are recommended)	2026-27 to be reviewed annually until 2029
Date this statement was published	January 2026
Date on which it will be reviewed	December 2028
Statement authorised by	Andrew Mawdsley, Headteacher
Pupil premium lead	Tom Coleman, Deputy Headteacher
Governor lead	Pretty Ninan, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135310
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	£135310

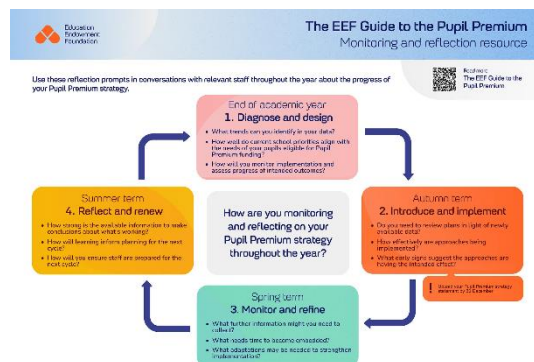
Part A: Children eligible for pupil premium strategy plan

Statement of intent

At All Saints, we strive to ensure that all pupils achieve the best possible progress and attainment regardless of their background and wider challenges. Our pupil premium strategy is personalised to our pupils to ensure they receive targeted support, dedicated to achieving this goal. It is pivotal that our programme enables all pupils to fulfil their full potential, extending progress for all learners including currently high attaining pupils. We also take into consideration the challenges that our vulnerable pupils may be facing including those who have a social worker or who may be a young carer. This is to ensure the best outcomes for these pupils whether they are disadvantaged or not and essential to support their individual needs. We focus our support on the areas that our disadvantaged pupils require the most support, with quality first teaching at the very heart of this approach. This strategy underpins our values at All Saints, to consistently demonstrate a high impact on closing the disadvantage attainment gap alongside having impact on our non-disadvantaged pupils. We carefully monitor this progress so that the attainment of disadvantaged pupils' will be accelerated and sustained alongside securing the best possible progress for their non-disadvantaged peers.

Our strategy is also closely linked to our wider school plans for education recovery. We ensured that our recovery curriculum was specifically matched to the gaps in learning for disadvantaged pupils through robust diagnostic assessment and detailed tracking.

Alongside academic support, we ensure that those pupils who have social, emotional, and mental health needs have access to high quality provision and support from appropriately trained adults and that their families are also supported to ensure a strong partnership between home and school. This strategy is aimed at all pupils whose education has been the worst affected, including non-disadvantaged pupils. The range of approaches we employ at All Saints, helps all our pupils excel. Our wide-ranging strategies are cumulative and complementary, designed to build on pupils' prior learning to ensure learning is robustly secured. Our chosen strategies are research based, using evidence from the Education Endowment Foundation (EEF)



When making decisions about using funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges

are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of children, so that they are fully aware of strengths and weaknesses across the school.

As a school we have examined the barriers for our pupils and developed a programme of support and intervention to address this over the next 3 years. To ensure they are effective we will:

Principles

- We ensure that teaching and learning opportunities meet the needs of all the children
- We ensure that appropriate provision is made for children who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed
- In making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged
- We recognise that not all children who are socially disadvantaged are registered or qualify for free school meals or indeed are eligible for funding.
- We reserve the right to allocate the funding to support any child or groups of children 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. Limited funding and resources may mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and School Context

All Saints Primary is a community Church of England (VC) school located in Coalville, North-West Leicestershire. We are currently home to 253 pupils, split across eleven classes. Studying the “Lower Super Output Areas” (LSOAs) which surround the school states that the area around our school is a national decile of 4 (decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings).

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged children nationally and within internal school data tracking.
- For all children eligible for pupil premium funding in school to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE’s in English and Maths.
- To increase the number of children eligible for pupil premium funding achieving a greater depth score in reading, writing and maths at KS2, in line with national.
- To support and challenge parents to ensure children eligible for pupil premium funding attend in line with or better than all other children in school.
- To work collaboratively to ensure all children and in particular children EPP have support with childcare around school and in extended holiday periods.

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a 'Catch Up' booster sessions to specific year groups - providing small group work with an experienced teacher/HLTA focussed on overcoming gaps in learning
- One to one support for some children
- Additional teaching and learning opportunities provided through trained LSAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to help all pupils eligible for funding to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support staff.
- Pay for some activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- To allow the children to access opportunities to let their light shine across the wider curriculum.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote All Saints values and thus enhance learning.
- Collaborative working to support for families around school and in extended holidays.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged children and families require.

Challenges

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

Challenge number	Detail of challenge
1	Pupil and family well-being: Wellbeing assessments have demonstrated that the positive mental health of a proportion of our disadvantaged pupils is a concern and that this was a barrier to future wellbeing and learning. • 52% (41 pupils) of disadvantaged pupils and families currently require additional support for emotional needs. • To support pupils in sustaining their positive mental health to enhance their wellbeing, mindset and resilience.
2	Attendance: Improvements have been made with regards to whole-school attendance however gaps between disadvantaged and non-disadvantaged pupils have appeared in

	some cases. Whilst most EPP pupils' attendance is in-line or better than peers, specific cases where support is needed have appeared. Whole School 95.3% Disadvantaged 93.7% Non-disadvantaged 96.1%
3	Inclusion: Increasingly, we are welcoming children into All Saints, many with additional needs or eligible for PP funding (Approx.: 10-15 pupils per year). A significant number of the pupils have come from other settings where they may have been excluded, at-risk of exclusion, on a reduced timetable or have been home-schooled. Many of these pupils need a soft-landing and structured integration into school. • Many children are coming to us with gaps in their knowledge and skills • Pupils joining from other provisions whom were not in full-time education
4	Greater depth: Over the past three years, the number of pupils achieving GDS in reading, writing and maths have been consistently below the national average. Fewer EPP children achieve GDS than their peers in all three of the previous years end of KS2 results.
5	Cultural opportunities: From pupil discussions and interviews, it is clear that many of our pupils are not exposed to a wide range of cultural opportunities such as: religious visits, school trips, museums, visits to theatres, art galleries, sporting opportunities and much more

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
Improved pupil and family well-being.	Sustained high levels of wellbeing demonstrated by: ▪ qualitative data from children's voice, child and parent surveys and teacher observations ▪ a significant reduction in teacher referrals for ELSA support ▪ a significant increase in participation in enrichment activities, particularly among children eligible for pupil premium funding.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance and punctuality from 2024/25 demonstrated by: ▪ the overall absence rate for all pupils to be significantly reduced and the attendance gap between children eligible for pupil premium funding and their non-disadvantaged peers being eliminated the percentage of all children who are persistently absent to significantly reduce and the figure among children EPP being in line with or better than their peers.
To create an inclusive environment where all children can shine	Increased number of disadvantaged pupils and recovery premium pupils to achieve at least expected progress.

	• creation of a nurture base to support those transitioning back into education or full-time education • creating and sustaining a provision in the mornings to support those pupils, EPP or not, whom are academically well-below their peers or those with an ECHP. • To offer enhancement and enrichment sessions for pupils, EPP or non-EPP, to provide opportunities for pupils to shine and perfect skills from expert staff and teachers.
To increase number of pupils achieving GDS in reading, writing and maths	Through improved teacher subject knowledge and understanding of GDS in reading, writing and maths, a greater number of pupils will achieve GDS at the end of KS2.
Support the cultural development and enrichment of our PP children.	To ensure that the breadth of the curriculum including educational visits are accessible to all. This will include: musical opportunities through tuition and whole class ensemble teaching, forest schools, educational visits and visitors.

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: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued implementation of personalised phonics resources to support our delivery of Essential Letters and Sounds and professional development to ensure the best possible outcome for all children through consistent quality first delivery and support. Will fund teacher and support staff release time to attend professional development. SALT to screen all children on entry and develop SALT intervention within school.	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: Phonics Toolkit Strand Education Endowment Foundation EEF SALT and staff who have received professional development from the SALT, to work with a range of children who are developmentally behind in their language.	3,4
Improve the quality of social and emotional (ELSA) learning.	There is extensive evidence associating childhood social and emotional skills with	1, 2

ELSA approaches will be embedded into routine educational practices and supported by professional development and training for staff. Training a second ELSA and funding time for her to work closely with children to provide a greater level of support for our children.	improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
Improve attendance and punctuality of children eligible for pupil premium funding.	Working with LA advisors to encourage and challenge persistent absence in disadvantaged pupils.	2
Improve the level of training senior leaders have with regards to social stories, pupil well-being and team teach	Senior leaders to attend training and CPD to up-level skills so they can support children and families more effectively.	1,2

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

Budgeted cost: **£100,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy a greater number of support staff in classrooms to support children eligible for pupil premium (EPP) funding and the wider disadvantaged as well as providing support for teacher-led interventions	Higher level of quality staff support, targeted at children EPP will lead to more progress in RWM. Strong evidence suggests that interventions led by teachers have a greater impact on children's attainment of skills. Support assistants Toolkit strand Education Endowment Foundation EEF	1,2,3,4
Additional phonics sessions targeted at EPP children who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on children, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2

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

Budgeted cost: **£12,000**

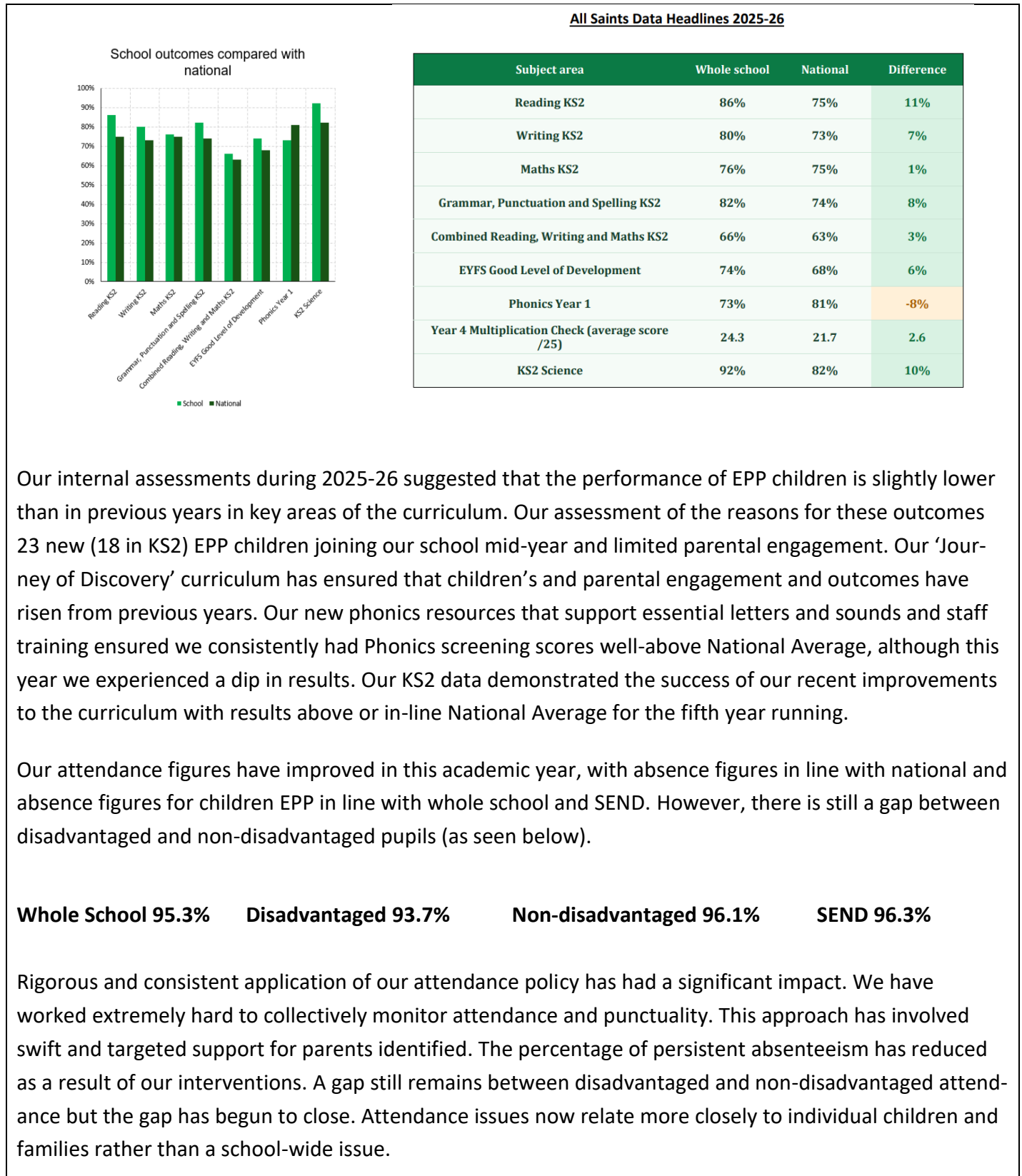
Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and ELSA approaches with the aim of developing our school ethos and improving behaviour across school. Training for an additional ELSA.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1,2
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. To include training and release time for staff to develop and implement new procedures and appointing attendance / support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2
Breakfast with a book	Children who are hungry do not perform as well	All
After school childcare at a reduced cost including holiday provision.	Ensure ongoing enrichment and support	All
Subsidised visits	Children from lower income families may not be able to attend school trips which will disadvantage their access to a broad and balanced curriculum	All
Online resources and subscriptions – TTRS, Widget	Support for children with resources being made available for home learning	3
Free Extra-curricular clubs	Extra-curricular activities free to allow pupils from low income families to access wider opportunities	5
ICT resources	More iPads to be purchased to accommodate the greater need for children using apps such as: widget during lessons	1,2,3,4
Reading books and quality texts	We will purchase some high-level texts for our more able children to read with an adult in school. Non-fiction topic linked texts to promote learning of the topics	All
1:1 Music tuition	Children from lower income families may not be able to afford music tuition will disadvantage their access to a broad and balanced curriculum	5

Total budgeted cost: £124,750

Part B: Review of outcomes in the previous academic year 2025-26

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.



Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted in recent years, primarily due to COVID-19-related issues, parental mental health issues and complex pupil needs. We used pupil premium funding to provide wellbeing support for all children, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.