



# All Saints' Catholic Primary School

## Pupil Premium Strategy Statement 2025-2026

### 1. Summary Information

- School: All Saints' Catholic Primary School
- Academic Year: 2025-2026
- Total Pupil Premium Allocation: £62,345
- Number of Pupils Eligible for Pupil Premium: 16% of the school roll (34 children)

### 2. School Vision and Values

At All Saints', the children are at the heart of everything we do, and with Christ as our inspiration we are committed to creating a happy, safe, nurturing and inclusive school where living by our values of teamwork, forgiveness, being kind, and trying our best in all things, all children achieve well.

Our vision is for all our children, regardless of any challenges they may have, or may have experienced in their past, are able to make excellent progress and achieve well in all areas of their learning, that they get the very best start in life and are well supported with their developing sense of purpose in these early stages of their life journeys. We are determined that the children have a deep sense of self appreciation too, that they value themselves and the contribution they make now and can see themselves making in the future.

Appreciating that access to high quality teaching is the most important level our school has to improve outcomes for our children, Quality First Teaching is at the heart of our approach. We work hard with all our children, encouraging them to develop positive, high aspirations for their futures as we help them to grow in faith, love, confidence, resilience and self-belief.

Recognising the challenges faced by some of our vulnerable pupils, we are committed to breaking down barriers to provide an exciting and enjoyable curriculum which is accessible to all, and which they enjoy. We do this by providing challenge and support with learning in a 'growth mindset' culture where everyone feels safe to 'have a go' and crucially, where they feel 'safe to fail' – as it is by making mistakes and persevering that we truly learn.

Our ultimate objectives are:

- To narrow the attainment gap between the disadvantaged pupils at All Saints and non-disadvantaged pupils nationally
- To ensure appropriate and effectively provision is made for pupils who belong to vulnerable groups

Recognising not all pupils in receipt of free school meals are disadvantaged, we are also aware that we have a number of pupils who could be classed as being disadvantaged but do not qualify for free school meals. We reserve the right to include these pupils in the support provided by the pupil premium fund.

Our work is underpinned by evidence-informed practice, particularly from the **Education Endowment Foundation (EEF)** and our work with the School Primary Partnership (through the Education Development Trust) ensuring that every amount of funding is spent effectively to secure the best possible outcomes for our children.

### **3. Challenges to be Addressed**

Baseline assessments, prior attainment data, attendance information, behaviour records and wellbeing indicators are used to identify barriers to learning for disadvantaged pupils. This information informs the allocation of targeted support and enables leaders to track progress and adjust provision responsively.

- Strengthening positive partnerships with parents
- Embracing cohorts with increasing levels of need for whom we need to provide the best and most appropriate support to ensure they have the best start to school
- Embracing the challenge of continuing to maintain high expectations of all and to raise attainment
- Supporting children with additional challenges (i.e. SEND, summer birthdays, EAL, challenges with mental health and wellbeing) within our disadvantaged cohort
- Promoting resilience, mental health, and trauma-informed approaches both in and at home

### **4. Intended Outcomes**

- High quality education and care for all our children
- Accelerated progress and attainment for disadvantaged children in reading, writing, and number (including times tables at KS2) measured through termly assessment, phonics outcomes and progress against age related expectations
- Increased percentage of disadvantaged children achieving at the highest levels in all subject areas
- Strengthened engagement and involvement of parents, evidenced through attendance at meetings, workshops and school events
- Enhanced social, emotional, and mental wellbeing for our children – regardless of challenges
- Staff skilled in trauma and attachment informed, and inclusive teaching

### **5. Planned Use of Pupil Premium Funding (£62,345)**

Our strategy is underpinned by three core principles:

- A. Excellence in teaching for all, ensuring every pupil benefits from effective classroom practice.
- B. Precision, targeted support, addressing individual barriers to learning.

C. Commitment to the whole child, supporting emotional wellbeing, engagement, and family partnerships.

**A. Access to high quality teaching** is the most important lever we have to improve outcomes for our pupils particularly those who are disadvantaged. Our approach ensures that every child benefits from consistently effective classroom practices rooted in research, including that in cognitive science.

We are committed to developing teacher expertise through a focus on the following principles:

- Cognitive Science approaches: Teachers plan learning with an understanding of *how children learn best*. This includes:
  - Managing cognitive load to avoid overloading working memory.
  - Strengthening long-term memory through structured review, repetition, and retrieval practice.
  - Building on prior knowledge to make meaningful connections between new and existing learning.
  - Regular low-stakes quizzing, revisiting key concepts, and explicit modelling to secure learning over time.
- Feedback and Pupil Ownership:  
High-quality feedback is crucial to effective learning. Teachers provide timely and specific feedback to help pupils understand next steps, while pupils are supported to take increasing ownership of their learning through self-assessment, reflection, and goal setting.
- Professional Development:  
Ongoing professional learning ensures staff continually refine their practice. Coaching, peer observation, and CPD sessions focus on evidence-based strategies that improve teaching and learning across the curriculum.

## **B. Targeted Academic Support**

In addition to high-quality teaching, we provide targeted academic support for pupils who need it most. Our interventions are responsive to identified needs and designed to complement, not replace, classroom teaching.

- Interventions and Small Group Work:  
Using approaches such as *Rosenshine's Principles of Instruction* and '5-a-day' review routines, pupils receive targeted intervention focused on key skills in reading, writing, and mathematics. These are informed by formative assessment and delivered through structured programmes with measurable impact.

- **Teaching Assistants (TAs):**  
Our TAs play a vital role in supporting high-quality learning experiences. Their deployment is strategic and purposeful:
  - Leading out-of-class interventions and small-group retrieval sessions.
  - Pre-teaching upcoming content to build confidence and readiness.
  - Delivering same-day catch-up support to address misconceptions promptly.
  - Collaborating closely with teachers to ensure consistency and continuity. We invest in high-quality professional development for TAs, including:
    - *Read Write Inc* phonics training
    - *Precision teaching* techniques
    - *Trauma and attachment awareness*
    - *Inclusion of neurodiversity in schools*
    - *Neurodiversity in the Early Years*

This ensures that every adult contributes effectively to Quality First Teaching and pupil progress.

- **Peer Tutoring:**  
Structured peer tutoring enables pupils to reinforce and consolidate learning through explanation and collaboration. It promotes confidence, communication, and a sense of shared responsibility for learning.
- **Extending School Time ('Early Birds'):**  
Selected pupils attend early morning sessions focusing on targeted support and retrieval practice, helping to close gaps and prepare for the day's learning.
- **D. Wider Strategies -** recognising that supporting disadvantaged pupils requires addressing barriers beyond the academic, our wider strategies aim to foster wellbeing, engagement, and positive relationships with school.
- **Promoting Social and Emotional Learning (SEL):**  
We explicitly teach emotional literacy, resilience, and self-regulation to help pupils manage their learning and relationships effectively. These skills underpin successful learning and are linked to improved long-term outcomes.
- **Improving Attendance and Engagement:**  
Attendance is closely monitored, with early intervention where concerns arise. Strategies include:
  - *Pastoral link practitioners* and key adults who know families well.

- *Soft starts* to the school day for children who need additional emotional support.
- *Regular communication and family meetings* to strengthen home-school partnerships.
- Celebrating good attendance and removing barriers to regular attendance.
- **Enrichment and Wraparound Care:**  
Access to extracurricular clubs and wraparound provision supports wellbeing, extends learning, and promotes equality of opportunity. Disadvantaged pupils are prioritised for participation in enriching experiences that build cultural capital.
- **Parental Engagement:**  
We work closely with parents and carers to build trust and shared responsibility for learning. Regular communication, workshops, and informal engagement opportunities help families to understand how best to support their children's learning and wellbeing at home.

Decisions around provision are aligned with the School Development Plan and are informed by ongoing self-evaluation, ensuring coherence between strategic priorities and classroom practice.

| Teaching Priorities  | Evidence/EEF Link   | Estimated Cost | Intended Impact   |
|--|---|----------------|---|
| Quality First Teaching, 1:1 and small group intervention in phonics, reading, and maths. Led by skilled teachers and TAs using structured programmes (e.g. RWI, Precision Teaching).   | EEF: "Small group tuition" (+4 months); "Reading comprehension strategies" (+6 months). | £12,000        | Accelerated progress for targeted pupils; improved fluency and comprehension.           |
| Professional development on Trauma and attachment aware practice, training for all staff and ongoing supervision to embed relational approaches. Continued training for all staff enabling us to better support and include the needs of children with neurodiversity in our classrooms. | EEF: "Social and emotional learning" (+4 months).                                       | £5,000         | Improved classroom relationships; enhanced emotional regulation and readiness to learn. |
| Nurture groups and counselling provision delivered by qualified staff to support SEMH needs.   | Place2Be and EEF: "Behaviour interventions" (+4 months); "Social and emotional learning | £8,500         | Improved wellbeing, behaviour, and engagement.  |

| Teaching Priorities   | Evidence/EEF Link                              | Estimated Cost | Intended Impact  |
|---|--|----------------|--|
|   | programmes" (+4 months).                       |                |  |
| Forest School sessions to build self-esteem, teamwork, and confidence through outdoor learning and adventure. | EEF: "Outdoor adventure learning" (+4 months). | £3,000         | Enhanced resilience, confidence, and cooperation skills. |

| Targeted Support   | Evidence/EEF Link   | Estimated Cost | Intended Impact  |
|--|---|----------------|--|
| 1:1 and small group intervention in reading and maths for pupils not meeting age-related expectations. | EEF: "One-to-one tuition" (+5 months).                        | £12,000        | Rapid progress in literacy and numeracy.                                 |
| Speech and language interventions for identified pupils.   | EEF: "Oral language interventions" (+6 months).               | £2,000         | Improved language comprehension and communication.                       |
| Specialist SEND support and resources for disadvantaged SEND children                                  | Payment for additional hours for the Educational Psychologist | £5,000         | SEN support, improvement across the 4 areas of need, support with EHCPs. |

| Wider Strategies  | Evidence/EEF Link  | Estimated Cost | Intended Impact  |
|---|--|----------------|--|
| Subsidising trips, clubs, wraparound care, and uniform to ensure full inclusion and access to opportunity.  | EEF: "Arts participation" (+3 months); "Physical activity" (+1 month). | £9,000         | Equal access to enrichment and improved sense of belonging.                |
| Pastoral and mental health support for individuals and the wider family, through meetings with HT ('Belong' trained, ILM Coach and mentor, Mental Health Champion) and SENDCo ('Belong' trained, Emotion Coaching and Mental Health Champion) | EEF: "Parental engagement" (+4 months).                                | £5,500         | Strengthened home-school relationships; improved attendance and wellbeing. |

| <b>Wider Strategies</b>  | <b>Evidence/EEF Link</b> | <b>Estimated Cost</b> | <b>Intended Impact</b>   |
|--|--------------------------|-----------------------|--|
| Parental engagement initiatives: workshops, communication, and family support                    |                          |                       |  |
| Monitoring and Evaluation including Pupil Progress meetings, pupil voice, and governor oversight |                          | £345                  | Clear evidence of impact and responsive adjustment to provision. |

## 6. Monitoring and Evaluation

- Termly progress reviews with class teachers, Senior Leaders, Subject Leaders, SENDCo and support staff to track academic progress and wellbeing
- Regular safeguarding surgeries (with focus on attendance and behaviour)
- Gathering feedback from children, parents, and staff on impact of interventions
- Annual review of strategy with governors and publication of updated statement by 31 December annually

Spending decision are reviewed regularly to ensure value for money. Provision is adapted or discontinued where impact is limited, ensuring that pupil premium funding is used effectively to secure the best possible outcomes for disadvantaged pupils.

## 7. Additional Information

- Our strategy aligns with our School Improvement Plans and OFSTED priorities
- This strategy has been created with the engagement of governors, the SENDCo, DSLs, and external partners in strategy development and implementation
- We have a commitment to a trauma and attachment informed, inclusive environment which celebrates neurodiversity and positive mental health

This Pupil Premium Strategy Statement is published on the school website in line with DfE requirements and is reviewed and updated annually.

September 2025