

Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 effect that last year's spending on pupil premium had within our school.

School Overview

Detail	Data
School name	Saughall All Saints
Number of pupils in school	277
Proportion (%) of pupil premium eligible pupils	10% (28 CHILDREN)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2026 (2026-2027)
Date this statement was published.	December 2025
The date on which it will be reviewed	December 2026
Statement authorised by	Donna Prenton Headteacher
Pupil Premium Lead	Donna Prenton Headteacher
Governor	Peter Young

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year,	£54,970
Recovery premium funding allocation this academic year	
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	£54,970

Pupil Premium Strategy Plan

Statement of intent

At Saughall All Saints Primary School, we intend that all pupils, regardless of their background or the challenges they face, make strong progress and achieve high attainment across all subjects. This includes ensuring that disadvantaged pupils, those with SEND, and those known to social care are fully supported to succeed academically and personally.

Our approach is rooted in our vision: *“Love, Learn and Grow Together,” “Love Thy Neighbour,”* and *“Wearing our Badge with Pride.”* We are committed to providing high-quality teaching, targeted academic support and a wide range of enrichment opportunities to ensure equity of access and experience.

We focus on:

- Closing attainment gaps between disadvantaged and non-disadvantaged pupils
- Securing strong foundations in reading, writing and mathematics
- Supporting pupils’ social, emotional and mental well-being
- Ensuring full access to the wider curriculum and enrichment opportunities
- Our strategy is responsive to need, informed by robust assessment and evidence-based approaches, and regularly reviewed to ensure sustained impact.

To ensure our approach is effective and sustainable, we are committed to:

- Delivering high-quality teaching across all subjects, ensuring lessons are well-sequenced, ambitious, and inclusive.
- Providing targeted academic support in key areas such as reading, writing, and mathematics to maximise progress.
- Supporting pupils’ social, emotional, and mental health needs, recognising the impact these factors have on learning and attendance.
- Strengthening partnerships with families to address barriers to learning and support effective engagement in education.
- Offering enriching curricular and extra-curricular opportunities that develop cultural capital, confidence, and personal growth.
- Intervening at the earliest stage, using timely assessments to identify need and implement evidence-informed support.
- Embedding a strong whole-school culture of high expectations, ensuring all staff share collective responsibility for the outcomes of disadvantaged pupils.

Through a proactive, inclusive approach, we aim to ensure that all pupils, particularly those who are most vulnerable, are supported to achieve well, develop resilience, and fulfil their potential.

Key Priorities	Success Criteria
Disadvantaged pupils to achieve in line with or above national averages and in line with non-disadvantaged pupils within the school.	<ul style="list-style-type: none"> • The gap between disadvantaged and non-disadvantaged pupils in school is reduced or closed • Increased proportion of disadvantaged pupils achieving greater depth

Disadvantaged pupils develop strong early language, phonics and reading skills from entry.	<ul style="list-style-type: none"> Disadvantaged pupils achieve in line with peers in Phonics Screening Check GLD gap between the disadvantaged and others is reduced further Improved outcomes in communication and language on entry → exit
Disadvantaged pupils demonstrate high levels of confidence, resilience and emotional well-being.	<ul style="list-style-type: none"> Positive pupil voice regarding well-being and support (ELSA/pastoral) Reduction in any behaviour concerns involving disadvantaged pupils Strong engagement in school life and leadership opportunities

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

Challenge number	Detail of challenge
1	Gaps in attainment in reading, writing and mathematics compared to non-disadvantaged pupils Disadvantaged pupils, while making good progress, do not consistently attain as highly as their non-disadvantaged peers across core subjects. Differences are most evident in writing composition, reading comprehension and mathematical reasoning, where gaps in prior knowledge and vocabulary can limit progress.
2	Lower starting points in language and communication than in other areas, particularly in the early years A proportion of disadvantaged pupils enter the early years with less-developed speech, language and communication skills. This impacts early literacy, phonics acquisition and their ability to access the wider curriculum without targeted support.
3	Barriers to enrichment participation, including financial constraints Financial constraints can limit participation in trips, clubs and wider experiences. Without targeted support, this can restrict pupils' cultural capital, confidence and opportunities to develop talents and interests beyond the classroom.
4	Social, emotional and mental health needs are impacting readiness to learn Some pupils experience difficulties with emotional regulation, resilience and confidence, which can impact their readiness to learn, engagement in lessons and ability to sustain concentration over time.
5	Parental engagement varies for some disadvantaged families While many families engage well with the school, some disadvantaged pupils experience lower levels of parental involvement in reading, homework and school events, which can affect consistency of support beyond the classroom.
6	Attendance risks, including the potential for persistent absence. Although overall attendance is strong, a small number of disadvantaged pupils are at risk of lower attendance or persistent absence. This can result in gaps in learning and reduced continuity, impacting progress over time.
7	Variability in reading habits and fluency, particularly in lower KS2

	Some disadvantaged pupils, particularly Key Stage 2, have less consistent exposure to reading at home. This affects reading fluency, stamina and comprehension, limiting their ability to access increasingly complex texts across the curriculum.
8	Sufficient staffing levels to ensure that all intervention/catch-up programmes take place for disadvantaged and other pupils

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
Improve written skills, particularly punctuation and spelling, among all children, particularly disadvantaged pupils.	Assessments and observations indicate significant improvement in basic skills, particularly with disadvantaged pupils. This is also evident in all their written work. Disadvantaged pupils make accelerated progress from their starting points.
Social and Emotional needs are met. Early Intervention	ELSA supports identified children, and progress is made towards positive mental health. Well-being /PHSE lessons support all children to develop resilience and a positive attitude academically and socially.
Disadvantaged pupils achieve well in reading, writing and maths	Outcomes are in line with or above national; in-school gaps diminish KS2 reading outcomes show that all disadvantaged pupils make expected progress from their starting points. KS2 maths outcomes show that all disadvantaged pupils make expected progress from their starting points.
Strong early language and reading development	Disadvantaged pupils make rapid progress in communication and language from their starting points. GLD outcomes continue to improve and remain strong. Phonics screening outcomes are in line with or exceed those of peers. Pupils demonstrate increasing confidence in speaking, listening and early reading.
Improved reading fluency and engagement	Increased reading participation; improved comprehension outcomes All children should have their reading level monitored at least termly. Children on colour bands are monitored regularly to ensure they are progressing towards free readers. All children are identified for reading support if required.
High levels of attendance	The overall absence rate for all pupils is no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reducing. The percentage of all persistently absent pupils is monitored closely, with parental meetings and additional support offered to the pupil and the family.

Access to wider opportunities	Participation in clubs/trips matches or exceeds peers. Support parents so that pupils can attend day trips, residential and events regardless of their ability to pay fully. A subsidy will be offered.
Improved well-being and engagement	Pupils demonstrate increased confidence, resilience and positive attitudes to learning. Pupil voice indicates that they feel safe, supported and valued. Behaviour remains consistently positive, and barriers to learning are reduced through effective pastoral and targeted support.
Strong parental engagement	Parents of disadvantaged pupils engage positively with the school, evidenced through high attendance at consultations, workshops and school events. Increased support for reading and learning at home is evident. Communication between the school and families is strong, supporting pupils' progress and well-being.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve writing skills (punctuation, spelling and transcription)	<ul style="list-style-type: none"> • Deliver high-quality, whole-class teaching of writing using a consistent, structured approach across the school • Use high-quality model texts and explicit teaching of sentence construction and editing skills • Provide targeted small-group and 1:1 intervention focusing on spelling, punctuation and grammar (SPaG) for disadvantaged pupils as needed. • Implement regular, structured spelling programmes and handwriting practice • Use formative assessment and live feedback to address misconceptions quickly <p>Intended impact: Pupils develop accuracy and fluency in writing, with improved application of punctuation and spelling evident across all subjects. Disadvantaged pupils make accelerated progress from their starting points.</p>	Literacy Company £1000

<p>Strengthen early language and reading development (EYFS & KS1)</p>	<ul style="list-style-type: none"> • Deliver a systematic, synthetic phonics programme • Provide daily opportunities for language development through storytelling, talk and structured interactions • Target speech and language interventions for pupils with identified needs • Purchase new books for the library to encourage all readers. <p>Intended impact: Disadvantaged pupils make rapid progress in communication, language and early reading. GLD and phonics outcomes remain strong and in line with peers.</p>	<p>1 Little Wandle subscription £800 1 e-book £350 Lisa hours £2000</p> <p>1 Purchased books £3000</p>
<p>Improve attainment in mathematics.</p>	<p>4th Teacher for KS2 to support teaching in year groups in the juniors. Small groups and focused teaching for year-group objectives.</p> <ul style="list-style-type: none"> • Use assessment data to identify gaps and plan targeted interventions • To ensure that all children have access to resources to support their timetable knowledge. • Deliver structured small-group and 1:1 tuition for disadvantaged pupils • Provide additional scaffolding and adaptive teaching within lessons • Monitor pupil progress regularly through pupil progress meetings <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>Intended impact: Disadvantaged pupils achieve in line with or above national expectations. Gaps between disadvantaged and non-disadvantaged pupils diminish over time.</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>5 Teacher £43,330</p> <p>5 Timetable Rockstar's £210</p>
<p>Social, emotional and mental health support (Early Intervention)</p>	<ul style="list-style-type: none"> • Provide targeted ELSA interventions for identified pupils • Deliver a structured PSHE/RSE curriculum focusing on resilience, relationships and emotional regulation • Implement early identification systems for pupils requiring pastoral support • Engage with external agencies where appropriate <p>Intended impact: Pupils demonstrate improved emotional well-being, resilience and readiness to learn.</p>	<p>3 ELSA Teaching Assistant £4,228</p>

	Barriers to learning are reduced, and pupils engage positively in school life.	
Ensure access to wider opportunities and enrichment.	<p>Actions:</p> <ul style="list-style-type: none"> • Provide financial support and subsidies for trips, residential and clubs • Track participation of disadvantaged pupils in enrichment activities • Offer a wide range of after-school clubs and leadership opportunities • Ensure inclusive access to music, sport, arts and cultural experiences <p>Intended impact: Disadvantaged pupils participate fully in wider opportunities, developing confidence, cultural capital and broader aspirations.</p>	4 £1500

Total budgeted cost: £56,418

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

These details show our pupil premium activity's impact on pupils up to December 2025 academic year.

Leaders evaluate the impact of pupil premium funding rigorously through ongoing assessment, monitoring and review. As a result, disadvantaged pupils benefit from high-quality teaching, targeted support and full access to the wider curriculum. Gaps in attainment continue to diminish, attendance remains strong, and pupils are well prepared for the next stage of their education.

While attendance and access to support have improved in 2025, some children are still regaining confidence with resilience and independent learning. We review progress formally each term and reallocate support for individual children based on the needs at present. Teachers assess daily and adjust teaching to meet the needs of all pupils, including disadvantaged pupils. We are confident that the gaps are closing and that the needs of our pupils are being met so that good progress is made from their starting points.

Intended outcome	Success criteria	Achieved
Sufficient staffing levels to ensure that all intervention/catch-up programmes take place for disadvantaged and other pupils	Teachers/teaching assistants to run catch-up/national tutoring programmes, which will include identified pupils alongside disadvantaged pupils	Generally met. Budget constraints prevent Sometimes hindered by pupil attendance.
Improve oral language skills and vocabulary among all children, particularly disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Children's use of oral vocabulary is improving, and this is also evident in their written work. Disadvantaged pupils make accelerated progress from their starting points.	Vocabulary development remains a focus for all pupils, but an improvement across the curriculum is evident in books and conversations.
Social and Emotional needs are met. Early Intervention	ELSA supports identified children, and progress is made towards positive mental health. Well-being/PHSE lessons support all children in developing resilience and a positive attitude, both academically and socially.	A greater number of pupils have benefited from ELSA support, and teachers, pupils, and parents have reported positive benefits.
Phonics – resources and materials inspire further engagement.	Phonic pass at Yr1 remains above national levels. Reading for enjoyment books, also going home weekly alongside Phonics material in Reception and Year 1 All children are identified for early support if required.	The phonics pass rate was 87.5%, an increase from last year.

Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes show that the majority of disadvantaged pupils met the expected standard. That all pupils make expected progress from their starting points.	66% achieved ARE of PP pupils 100% from their starting point. 81% of all pupils achieved ARE
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes show that the majority of disadvantaged pupils met the expected standard. That all pupils make expected progress from their starting points.	67% achieved ARE of PP pupils 100% from their starting point. 82% of all pupils achieved ARE
Improved Writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes show that the majority of disadvantaged pupils met the expected standard. That all pupils make expected progress from their starting points.	54% achieved ARE of PP pupils 100% from their starting point. 75% of all pupils achieved ARE
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The overall absence rate for all pupils is no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced by 2%. The percentage of all persistently absent pupils is monitored closely, with parental meetings and additional support offered to pupils and their families.	2024-2025 Attendance – attendance for all pupils was 96%. Attendance for Pupil Premium 88.8%. Identified pupils were supported, and the school worked with families to offer support. This will remain a target for next year.
To financially support disadvantaged children in accessing trips and activities throughout the year.	All pupils will attend day trips, residentials and events regardless of their ability to pay.	

Outcomes for Disadvantaged Pupils

- Disadvantaged pupils made good progress from their starting points
- Gaps between disadvantaged and non-disadvantaged pupils narrow throughout the year.
- Strong outcomes in phonics and early reading
- Increased participation in enrichment opportunities
- Attendance remained high (96%), with effective support in place

Impact of Interventions

- Targeted academic interventions led to accelerated progress
- Pastoral and ELSA support improved well-being and engagement
- Increased access to clubs, trips and wider opportunities enhanced confidence and cultural capital

Leaders evaluate the impact of pupil premium funding rigorously through ongoing assessment, monitoring and review. As a result, disadvantaged pupils benefit from high-quality teaching, targeted support and full access to the wider curriculum. Gaps in attainment continue to diminish, attendance remains strong, and pupils are well prepared for the next stage of their education.