

Pupil premium strategy statement

All Saints CE Primary School, Heaton Norris, Stockport

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	171
Proportion (%) of pupil premium eligible pupils	35.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 2026-2027 2027-2028
Date this statement was published	03.12.25
Date on which it will be reviewed	03.12.26
Statement authorised by	A Longworth
Pupil premium lead	A Pillitteri
Governor / Trustee lead	Lindsay Yates

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,392
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£130,392

Part A: Pupil premium strategy plan

Statement of intent

At All Saints CE Primary School, our intent is to ensure every pupil, and especially those from disadvantaged backgrounds, achieves their potential, both academically and personally. We aim to remove barriers to learning, so that all children can thrive and achieve the same outcomes as their peers. We want all our children to reach their full potential through the consistent, excellent delivery of a high-quality, progressive curriculum underpinned by highly effective teaching and learning practices within the classroom. For our disadvantaged children particularly, we are very aware of the barriers which they may have to achieving this vision.

Staff at All Saints work collaboratively with our families and outside agencies to provide a child-centred, personalised approach that caters to the needs of our pupils and our community. We have identified the key barriers for many of our children (including those in receipt of free school meals or who have been). In addition to pupils in receipt of PP funding, All Saints has a proportion of families who sit just above the threshold for FSM/PP and we need to ensure that their needs are met and that we provide the support they need in the same way as we do for our identified disadvantaged children.

We have identified the key barriers to success for our children and used these to design our Pupil Premium strategy. From this we have identified key outcomes and activities (based on researched evidence) which we feel will deliver long term impact for our disadvantaged children.

The key principles of our strategy plan are as follows:

- All children will leave school reaching their full academic and personal potential, irrespective of their background or ability
- All children leave school with a broad knowledge of the world, enriched through varied experiences, ensuring our School Pledge is followed, adding to their cultural capital
- All children will have a love of reading through exposure to high quality texts, that they have the confidence to access
- All children will be able to articulate and reason about the world, using highly developed vocabulary, knowledge and skills
- Parents feel involved with school, receiving effective communication, so that they can provide necessary support to their children
- Attendance of disadvantaged children is in line with other children in school

Challenges

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

Challenge number	Detail of challenge
1	Assessment data shows lower attainment and progress for disadvantaged pupils in reading, writing, and maths across EYFS, KS1 and KS2.
2	Attendance and punctuality of children in receipt of the PP is below national average for disadvantaged pupils. This negatively impacts on disadvantaged pupil's progress.
3	Our assessments, observations and discussions with pupils and families, indicate that there are SEMH difficulties for many pupils. These challenges particularly affect disadvantaged pupils, including their wellbeing and attainment.
4	Children entering our EYFS have lower starting points and limited vocabulary, oracy and language skills.
5	Our disadvantaged children have reduced access to enrichment and experiences, limiting cultural capital and knowledge of the world around them.
6	Our families face many challenges and there is lower parental engagement and confidence in supporting learning at home

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
Close the attainment gap for PP children in EYFS, KS1, and KS2 in Reading, Writing and Maths.	An increase in attainment and progress measures in EYFS, KS1 and KS2 to diminish the difference so PP pupils are performing in line with National attainment.
Develop a curriculum which caters for the needs and diversity of all children within our school community.	All National Curriculum subject areas to have clear curriculum intent, implementation and impact detailed. Progression is sequenced to enable pupils to build upon their knowledge and skills. Children are able to recall prior learning through retrieval opportunities in each lesson. Disadvantaged and SEND children, receive the knowledge and cultural capital they need to succeed.
Development of enrichment opportunities and experiences that will widen pupil experiences and expose them to opportunities	Enrichment activities occurred e.g. residential visits, trips, day activities and on-site enrichment across all year groups throughout the academic year.

beyond the day-to-day, increasing cultural capital within our school community	Breakfast clubs, active-play opportunities and enhanced curriculum opportunities occurred so all children could develop their individual talents in a supportive environment.
For PP children with a range of Social, Emotional and Mental Health challenges to have the resources they need to help them progress.	Improved mental health outcomes for CYP Less dysregulation, resulting in improved participation in school life.
Disadvantaged children in EYFS will make accelerated progress to narrow the gap between their starting points and end of year attainment	A higher percentage of PP children will achieve GLD, narrowing the gap to national average. All children will make accelerated progress and improve their academic attainment in the Reception year.
To improve attendance and punctuality for PP pupils.	Improved attendance which is at least in line with national and all other pupils. Improved persistent absence at least in line with national averages and all other pupils.
To ensure all children can access all aspects of school life regardless of cost	Families supported with uniform, PE kit costs, so all pupils have access to clean, well-fitting uniform and feel part of the All Saints community. Pupils have access to a nutritious breakfast to start their day. Access to curricular and non-curricular opportunities will be subsidised as appropriate.

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: £33,094

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Inclusion Lead to further advocate for Pupil Premium children and develop the Teaching and Learning practice across school, including coaching and mentoring opportunities.</i>	High quality teaching and learning is fundamental to tackle underachievement for all pupils, including vulnerable groups, and as detailed in the DfE Standards for Teacher's Professional Development, CPD should include collaborative learning and expert challenge. Distributed leadership influences teacher capacity and teacher's working conditions and these in turn enhance pupil learning and achievement. Department for Education (publishing.service.gov.uk)	1, 2, 3, 6

<i>Further investment in phonics and reading development, to include further staff training for targeted intervention and catch up support.</i>	EEF Toolkit (+5: Investment in Phonics - high impact for low cost). Phonics has a positive impact, on average, of 5 months, additional progress in academic outcomes over the course of an academic year.	1, 4
<i>Consultant support (both from the LA and external) to ensure effective curriculum development and continuous professional development opportunities for all subject leaders.</i>	As detailed in the DfE Standards for Teacher's Professional Development, professional development should include collaborative learning and expert challenge. Distributed leadership influences teacher capacity and teacher's working conditions and these in turn enhance pupil learning and achievement. Department for Education (publishing.service.gov.uk)	1, 2, 3
<i>Purchase and implementation of new schemes of work (focus Writing) to ensure better progression in learning and developing pupils' prior knowledge and understanding.</i>	Quality curriculum that is matched to the needs of the pupils within a school's cohort is central to effective teaching and learning practice in schools. As detailed in Ofsted investigation into how to assess the quality of education through curriculum intent, implementation and impact, coherent rationale and ambitious curriculum content were identified as the most important aspects for securing progress in learning. Curriculum research: assessing intent, implementation and impact (publishing.service.gov.uk)	1, 2, 4, 5
<i>Invest in a new data system (I-track) that allows streamlined data collection and analysis across school, including for PP group analysis, that can be used to inform pupil progress meetings for PP pupils.</i>	Ensuring actions are data-led is central to informing school development plan and identifying next steps. https://schoolleaders.thekeysupport.com/school-evaluation-and-improvement/school-improvement-data/analysing-data-for-school-improvement/closing-the-gap-identifying-tracking-groups/	1

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

Budgeted cost: £57,459

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional small group intervention sessions in Maths, Reading and Writing. After-school booster sessions.</i>	EEF Toolkit (+4: Small group tuition - moderate impact for low cost). Small group tuition has a positive impact, on average, of 4 months, additional progress in academic outcomes over the course of an academic year.	1, 4
<i>Implement Target Time x 3 per week with TA 1 x per week with T</i>	EEF Toolkit (+4: Small group tuition - moderate impact for low cost). Small group tuition has a positive impact, on average, of 4	1, 4

	months, additional progress in academic outcomes over the course of an academic year.	
<i>Daily Reading and Phonics interventions for pupils in KS1 and LKS2 who have not met end of Key Stage standards / phonics screening check standards.</i>	EEF Toolkit (+5: Investment in Phonics - high impact for low cost). Phonics has a positive impact, on average, of 5 months, additional progress in academic outcomes over the course of an academic year.	1
<i>Social and emotional learning support and tutoring to be developed through emotion coaching approaches established across the whole school.</i>	EEF Toolkit (+4 = moderate impact). Social and Emotional learning approaches have a positive impact, on average, of 4 months, additional progress in academic outcomes over the course of an academic year.	2, 3, 6
<i>Speech and Language Therapist to be employed through buy-in service offered by NHS to offer further specialist support for pupils referred to SALT services.</i>	EEF Toolkit (+6: Oral Language intervention - very high impact for low cost). Oral language intervention has a positive impact, on average, of 6 months, additional progress in academic outcomes over the course of an academic year.	1, 3, 4

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

Budgeted cost: £39,839

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continued development of nurture provision. To include development of the space, purchase of resources and training of staff in SEMH interventions.</i>	EEF Toolkit (+4: Social and Emotional Learning - moderate impact for low cost). Social and Emotional Learning has a positive impact, on average, of 4 months, additional progress in academic outcomes over the course of an academic year. Evidence based strategies recommended are detailed in the NAIT Anxiety Related Absence Guidance 2020. NAIT-Anxiety-Related-Absence-Guidance-2020.pdf (thirdspace.scot) Stockport's ABSA Toolkit details impact of facilitating support for Emotion Based School Avoidance to support persistent absentees in attending school.	2, 3
<i>Further develop school's behaviour policy to include emotion coaching and zones of regulation. Include whole-staff training around these approaches.</i>	EEF Toolkit (+4: Behaviour interventions - moderate impact for low cost). Behaviour intervention has a positive impact, on average, of 4 months, additional progress in academic outcomes over the course of an academic year.	3
<i>Ensure robust implementation of school's attendance procedures, addressing punctuality and</i>	Non-statutory guidance produced by the DfE has been produced to help schools, trusts, governing bodies, and local authorities	2

<i>persistent absence, supported by EWO.</i>	maintain high levels of school attendance. This is being utilised within school to further improve attendance practices. Working together to improve school attendance (publishing.service.gov.uk) EEF – Parental Engagement	
<i>Inclusion Lead to identify, plan for and strategically support most vulnerable PP pupils within school with consideration of academic data, attendance and other vulnerability characteristics (e.g. SEND, EAL, medical)</i>	Early identification and intervention are vital to tackle underachievement for all pupils, including vulnerable groups. Distributed leadership influences teacher capacity and teacher's working conditions and these in turn enhance pupil learning and achievement. Department for Education (publishing.service.gov.uk)	1, 2, 3, 6
<i>Inclusion lead to ensure close home-school working and efficient signposting and support for the vulnerable individuals and families. To create a Padlet of Parental Offer.</i>	EEF Toolkit (+4: Parental engagement: moderate impact for low cost). Parental engagement has a positive impact, on average, of 4 months, additional progress in academic outcomes over the course of an academic year.	1, 2, 3, 6
<i>Continue to provide free provision of breakfast club</i>	Breakfast club provision improves school attendance and readiness for learning. https://www.magicbreakfast.com/	2, 3, 4, 6
<i>Continue to provide and further develop enrichment opportunities including educational visits. This is to be subsidised for pupils.</i>	Learners need to experience a wealth of different cultural experiences to become tolerant, respectful and curious citizens for the future. All children have the same opportunities as their peers, including raising their ambition so no child is disadvantaged by finance. EEF – Aspiration Interventions	5, 6
<i>Continue to provide financial support for uniform.</i>	School uniforms are and will continue to be an effective way to 'poverty proof' classrooms, and uniform policies that give affordability highest priority can reduce unnecessary stress for children and parents. The Children's Commission on Poverty Continue to develop links with Stockport County FC, who have donated PE kits to school so all children can access PE in the appropriate clothing.	5, 6
<i>To offer Music extra-curricular and wider opportunities using Stockport Music Service</i>	Learners need to experience a wealth of different cultural experiences to become tolerant, respectful and curious citizens for the future. All children have the same opportunities as their peers, including raising their ambition so no child is disadvantaged by finance. EEF – Aspiration Interventions	5

<i>Extra after-school clubs run by staff each week that are free to attend</i>	Learners need to experience a wealth of different cultural experiences to become tolerant, respectful and curious citizens for the future. All children have the same opportunities as their peers, including raising their ambition so no child is disadvantaged by finance. EEF – Aspiration Interventions	5
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Total budgeted cost: £130,392

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils in 2024-2025:

	School	National
EYFS		
EYFS GLD	16.7%	51.3%
Phonics	62.5%	67.0%
Year 2		
KS1 Reading	20.0%	58.7%
KS1 Writing	20.0%	49.8%
KS1 Maths	40.0%	59.7%
KS1 R,W,M combined	20.0%	45%
Year 3		
Year 4		
Year 4 MTC	50.0%	54.0%
Year 6		
KS2 Reading	38.9%	63.2%
KS2 Writing	33.3%	59.4%
KS2 Maths	27.8%	60.5%
KS2 R,W,M combined	27.8%	47.4%

PUPIL PREMIUM ATTAINMENT				
Class	Reading	Writing	Maths	SPAG
Year 1 (8)	50% (4)	50% (4)	50% (4)	22% (2)
Year 2 (10)	20% (2)	20% (2)	40% (4)	10% (1)
Year 3 (13)	46% (6)	38% (5)	15% (2)	8% (1)
Year 4 (14)	43% (6)	29% (4)	21% (3)	36% (5)
Year 5 (11)	73% (8)	36% (4)	45% (5)	55% (6)
Year 6 (18)	37% (7)	32% (6)	26% (5)	32% (6)

PUPIL PREMIUM PROGRESS				
Class	Reading	Writing	Maths	SPAG
Year 1 (8)	75% (6)	50% (4)	63% (5)	22% (2)
Year 2 (10)	80% (8)	60% (6)	46% (6)	46% (6)
Year 3 (13)	69% (9)	84% (11)	42% (6)	31% (4)
Year 4 (14)	57% (8)	57% (8)	50% (7)	71% (10)
Year 5 (11)	63% (7)	54% (6)	72% (8)	73% (8)
Year 6 (18)	94% (17)	94% (17)	85% (16)	94% (17)

Attendance:

	2024 – 2025	2023 - 2024	2022 - 2023
School	92.7%	93.2%	92.0%
Disadvantaged Pupils	90.5%	90.7%	88.8%

Persistent Absence:

	2024 - 2025	2023 - 2024	2022 - 2023
School	22.8%	23.2%	27.4%
Disadvantaged Pupils	38.7%	35.7%	45.7%