

Pupil premium strategy statement – All Saints’ CE Primary School – Newmarket

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	179
Proportion (%) of pupil premium eligible pupils	22.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Governors
Pupil premium lead	Katie Hammond
Governor / Trustee lead	Jamie Maguire Rachel Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,863.26
Pupil premium funding carried forward from previous years	£ 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>	£70, 863.26

Part A: Pupil premium strategy plan

Statement of intent

Our aims for our disadvantaged pupils are the same as those for our non-disadvantaged pupils. Our approach is summed up in our vision; 'Together we are Included, Involved and Inspired'. We use evidence-based approaches to target the needs of all children; in particular, we know that if we provide Quality First Teaching, all groups of pupils, including those that are disadvantaged, will be successful.

A key area for our Pupil Premium funding will therefore be to ensure that high-quality, effective teaching is consistently delivered to improve pupils' outcomes through the use of adaptive teaching strategies. We have a purposeful whole-school approach to develop teaching, providing targeted support through small group work and interventions to ensure our pupils make accelerated progress from their starting points.

Evidence demonstrates that early intervention is key to addressing children's needs effectively; therefore our aim is to address challenges before they restrict children's progress.

Another important use of the funding will be wider strategies to support pupils' needs, including behaviour, social and emotional support and attendance. Evidence shows that if these needs are not addressed, children will be unable to access learning opportunities as effectively as their peers. Our aim is to ensure that at the point when a child needs support we will be ready to intervene without delay.

In order to close the gap between disadvantaged and non-disadvantaged children we focus on progress. We want all pupils to achieve at least expected progress in line with national standards, but we will also challenge those who have the potential to go further. Another target is to accelerate progress where children start school at a low baseline. Our emphasis on progress involves careful monitoring of children's learning, and we continually analyse to understand the areas of need faced by many of our disadvantaged learners.

This Pupil Premium strategy is of central importance to our work at All Saints', allowing all our learners to be 'included, involved and inspired'. In particular, it will address the challenges which we have identified below.

Challenges

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

Challenge number	Detail of challenge
1	Poverty of Language: our EYFS baseline and many in-year transfer children with English as an additional language means that many are joining us with limited vocabulary; we have also observed how an inability to infer beyond the literal impacts on reading and problem-solving skills as children progress through the school. Poverty of language then translates into poor written English and this is a key area for development.
2	Limited Cultural Capital: low income limits pupils' access to experiences and wider opportunities at All Saints'; many of our pupils live in large family groups which reduces affordability.
3	SEND: some of our disadvantaged children have disabilities which limit their physical ability to access all of the curriculum; some require external support with cognition and learning. Our children with SEND will receive adapted teaching to enable them to access First Quality Teaching in class alongside their peers.
4	Well-being: some pupils at All Saints' have trouble managing their feelings and behaviour and this effects their ability to concentrate in school.

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
1) Improved language development from when pupils arrive at All Saints' (either in Reception class or in-year), leading to accelerated progress in Reading, Writing and Maths (RWM).	• Progress for Pupil Premium pupils will be accelerated, allowing children to catch up from their low EYFS baseline; this progress will be visible in Teacher assessment and observations. • KS1 and KS2 Reading results will improve. • Progress in RWM will be higher than the national average. • Accelerated progress in Reading will be enabled through Flash Academy, Little Wandle Phonics and VIPERS. • Children will make rapid progress because they identify themselves as writers through pupil conferencing, as well as a school-wide agenda of writing for pleasure and for a wide variety of purposes. • Children will have the opportunity to talk about Maths and explain their thinking. • 'Mastering and Seeing Number' will give a secure foundation to pupils in EYFS, KS1 and Lower KS2. • Use of sentence stems, widget, vocabulary mats will improve spoken language.
2) Low-income families are able to experience the opportunities given at All Saints' alongside all other pupils.	• Trips and targeted opportunities for PP pupils will be offered and subsidised to allow them to develop their 'cultural capital'. • Pupil and parent surveys will record the impact of these opportunities, allowing the school to assess which experiences are most memorable.
3) Access to the curriculum for all pupils with SEND and PP, alongside external support from agencies where required.	• All pupils will access high quality teaching in school; those with PP and SEND will access pre-teaching where possible, alongside the correct scaffolding in class to enable them to access the lessons alongside their peers. • Progress of pupils with SEND and PP will be a focus at pupil progress meetings, using Insight to ensure that they are making better than expected progress. Pupils who are not making progress will be re-evaluated and new strategies put in place to support them.
4) Mental health support and emotional wellbeing.	• We have wellbeing hubs each term, allowing targeted children access group work to build their self-confidence, but also providing a safe space for them to talk. • Pupil Voice at the beginning and end of the groups (with data recorded on Insight) will show a positive impact for pupils. • Attendance will be supported.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40,365.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
1) Retention of staff through high-quality professional development (PD) Staff will access ongoing training in evidence-based approaches such as oral language interventions, early phonics strategies, and vocabulary acquisition. In particular, the EYFS teacher is attending early language skills training through the New Wave English Hub. 2) Explicit training in vocabulary instruction Investing in staff expertise increases consistency and reduces turnover, ensuring continuity of provision for our most disadvantaged pupils. 3) Embedding teaching approaches that prioritise language-rich learning Teachers will be trained to model high-quality spoken language, structured talk opportunities, and scaffolded dialogue. Teachers will use questioning strategies, modelling, and feedback that accelerate language development and connect learning across subjects. 4) Stability of provision through strong induction and mentoring	EEF: “Supporting high quality teaching is pivotal in improving children’s outcomes” Effective Professional Development EEF EEF: ‘on average, children who are involved in communication and language approaches make 7 months’ additional progress over the course of a year’. They “consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills.” Communication and language approaches EEF EEF recommends combining multiple strategies (e.g. explicit vocabulary teaching, interactive book-reading, structured talk) rather than relying on a single approach — which supports the idea of embedding language-rich teaching, training staff, and using structured talk. EEF Communication and Language I Education indicates that targeted, structured language support on entry can “close gaps” for children starting school with weaker language. This is directly relevant for PP pupils. Oral language supports later reading comprehension and writing; a recent EEF blog argues that “oral language is the foundation of the reading house” - meaning that strong oral language skills make it easier for children to decode, comprehend and engage with reading. In writing instruction, structured talk and oral language support help pupils formulate ideas, use more varied vocabulary, and grasp sentence structure - all skills needed for writing. Building strong readers: why oral language is the foundation of... EEF	1 & 3

Newly appointed teachers and teaching assistants will be supported via coaching and peer mentoring, enabling them to deliver language interventions confidently and consistently. This supports long-term retention and reduces quality-of-teaching variability.	Early language skills linked to school readiness (including Maths) A longitudinal study (cited by DfE / academic literature) found that children's communication environment and expressive vocabulary in early years (before school) strongly predicted their performance on school-entry assessments — including not only language/literacy but also early Maths. Investigating the role of language in children's early educational outcomes	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £20,498

Activity	Evidence that supports this approach	Challenge number(s) addressed
1) Deployment of highly skilled staff for early identification of language learning gaps Teachers and early years practitioners will be trained to assess language on entry using diagnostic tools to pinpoint specific gaps. Early detection allows timely intervention, accelerating progress through Reading, Writing, and Maths.	EEF: "Schools should adopt a rigorous approach to identifying needs rather than relying on hunches or justifying a decision that's already been made. It is, therefore, important to build a rich picture of pupil needs by gathering and reflecting on a wide range of data and generating credible interpretations of that data." A School's Guide to Implementation guidance report Education Endowment Foundation "Diagnostic assessment can be used to assess the best way to target support." Small group tuition EEF	1
2) Structured 1:1 and small-group interventions - Evidence-based programmes delivered by skilled practitioners (teachers and/or TAs). - Focus on core gaps in reading, writing, phonics, vocabulary or number. - Short, sharply focused intervention blocks with clear entry/exit criteria.	EEF: Small Group tuition (+4 months over a year) "One to one tuition and small group tuition are both effective interventions ... Providing training to the staff that deliver small group support is likely to increase impact ... Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy." Small group tuition EEF	1, 3 & 4

Delivered with fidelity and aligned to curriculum learning, not as a parallel curriculum.		
3) Pre-teaching to support lesson access Pre-teaching key vocabulary, concepts and strategies enables pupils with PP/SEND to enter lessons with confidence. This supports classroom equity – pupils access the same content rather than being removed from core teaching	EEF recommends: “providing children with a rich language environment (implicit approaches) as well as directly extending children’s vocabulary (explicit approaches)” Preparing Literacy Guidance 2018.pdf <i>This supports our school approach of pre-teaching key concepts and vocabulary.</i>	1, 3
4) Scaffolding within lessons - Scaffolding includes worked examples, guided practice, modelling, dual-coding and chunked instructions. - The scaffold fades over time as independence strengthens (“we do → you do with support → you do independently”). - This ensures pupils remain in the classroom environment, accessing the same content as peers rather than being separated.	EEF: scaffolding is ‘a metaphor for temporary support that is removed when it is no longer required’, providing ‘enough support so that pupils can successfully complete tasks that they could not yet do independently’... “Using appropriate scaffolds can work well as a key facet of ‘adaptive teaching’.” EEF blog: Scaffolding – more than just a worksheet EEF	1, 3 & 4
5) Data-driven review cycles <i>Insight</i> data tracked termly for progress, attainment and intervention impact. Teachers and SENCO review: - Are interventions accelerating progress? - Are scaffolds appropriate? - Is the child accessing the curriculum? - Adjust provision and escalate where needed (e.g., specialist assessment or graduated response).	EEF recommends that data reviews should be built into leadership meetings: “Ensure that data isn’t just collected but used by making space for it in decision-making forums.... When monitoring and evaluation is used effectively it can become part of your school’s culture, and business as usual for effective leadership by empowering staff, supporting better decision-making and, ultimately, improving outcomes for children from disadvantaged backgrounds.” How monitoring can support decision making in schools EEF	1, 3 & 4

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1) Attendance support to ensure access to learning • Early identification of PP/SEND pupils at risk of poor attendance. • Parent partnership work: meetings, home–school communication, signposting to support. • Attendance mentoring to reduce persistent absence and minimise lost intervention time. (NB: 1-3 are not intended to replace academic support – they enable pupils to engage in it.)	EEF: “With clear links between poor attendance and poor attainment and behaviour, tackling persistent absence is an important part of improving outcomes for all pupils.” Attendance context EEF Effective approaches include: • Build a holistic understanding of pupils and families, and diagnose specific needs • Communicate effectively with families (see 4 below) • Deliver targeted interventions to supplement universal provision • Monitor the impact of approaches Supporting school attendance EEF <i>(This matches the School’s attendance strategy for pupils with PP/SEND.)</i>	4
2) Behaviour support • Safe, predictable learning environments • Consistent routines reduce anxiety for pupils with SEND and enable focus on academic tasks. • Staff training on trauma-informed approaches, sensory needs and de-escalation. • Additional adults deployed proactively, not reactively, to enable learning access in class.	EEF: behaviour interventions (+3 months over a year) “... it is crucial to maintain high expectations for pupils and to embed a consistent approach across the school.” Behaviour interventions EEF	4
3) Well-being and emotional regulation • Access to pastoral support, ELSA, mentoring or nurture provision. • Teaching social communication, self-advocacy and confidence to participate.	EEF: Social-Emotional Learning (+3 months over a year) Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.” They are “likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.”	4

	Social and emotional learning EEF	
4) Family engagement • Parents receive clear explanations of how interventions work, and what can be practised at home. • Regular review of conversations to strengthen relationships and remove barriers to engagement. • Joint approaches to ensure consistency and shared expectations	EEF: “School communication with parents is likely to be more effective if it is personalised, linked to learning, framed positively, and promotes parent efficacy and partnership with the school.” Communicate effectively with families EEF	1, 3 & 4
5) Subsidising trips and activities for all Pupil Premium pupils This is designed to build cultural capital and reduce opportunity gaps. It will ensure these pupils have the same opportunities as all other pupils at our School. Pupil and parent surveys will be used to evaluate the impact of each experience, enabling the school to identify the highest-value opportunities and to refine provision accordingly.	EEF: “Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum” with an impact of “about an additional three months progress”. Arts participation EEF The EEF underlines the importance of creating “a culture of community and belonging for pupils” which “removes barriers to learning and participation”. Build a culture of community and belonging for pupils EEF	2

Total budgeted cost: £ 70,863,00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. Improved language development from children's arrival in the school

- Quality First Teaching has targeted in-class support to improve pupils' ability to understand new vocabulary and infer in Reading and Comprehension and in problem-solving for Maths.
- Embedding 'Little Wandle' for early reading has ensured our pupils get a thorough start in decoding too.
- 'Talk for Writing', IPEEL and Spelling Shed have moved high quality vocabulary into independent writing.
- 'Mastering Number' and Maths Shed have been used to improve language understanding and mathematical concept acquisition.
- Numberstacks Maths interventions were used once gaps were identified in pupils learning for catch-up tutoring.
- Rising Stars English was used for catch-up tutoring in English.
- Widget was purchased for pupils with no English to support high quality learning translated from their own language.
- Impact was measured from the starting points of interventions to their end points and progress was evident.
- Electronic programmes show the frequency of access, and take-up of individuals to tailored programmes improved throughout the year.

2. Improved access to wider opportunities throughout the curriculum and beyond, building cultural capital for our children

- All PP children have been given subsidised school trips and events in school; this has ensured that they have had equal opportunities in line with their peers.

3. Improved access to the curriculum for all pupils with SEND and Pupil Premium

- IEPs and EHCP plans have been carefully matched to ability and are regularly reviewed by the SENCO.
- Pupils with SEND have had high QFT, and 1:1 and group support.
- Access to external agencies is improving, and the SENCO has worked hard to access support required.
- SEND pupils have made progress from their starting points.
- Adaptive teaching strategies have been researched and trialled using the Walkthru in class for all learners.

4. Improved mental health and emotional wellbeing support.

- The school has embedded NHS-approved Mental Health teaching for all pupils.
- This year pupils have generally behaved well and have been happy in school, receiving support when needed

- Our universal offer has been delivered effectively through our PSHE curriculum alongside My Happy Minds, with interventions for children who needed additional support accessed through our Family Support Worker.
- Although mental health needs are up in terms of school figures, this is due to finely tuned identification tools and training, plus the long-term effects of Covid 19, in line with the national picture.
- Attendance has remained in line or above compared with national average this year.

Externally provided programmes

Non-DfE programmes funded with the pupil premium in the previous academic year.

Programme	Provider
My Happy Mind.	NHS
Spelling Shed	Ed Shed
Maths Shed	Ed Shed

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

N/A
