

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 of pupil premium had within our school.

School overview

Detail	Data
School name	All Saints Bedworth C of E Academy
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26 2026/27 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Kerry O'Grady Headteacher
Pupil premium lead	Kerry O'Grady
Governor / Trustee lead	Kieron Brehon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125303.00
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	£125303.00

Part A: Pupil premium strategy plan

Statement of intent

At All Saints Bedworth C of E Academy, our vision is to nurture an environment where every pupil can learn and grow together to be the best they can be, inspired by the Parable of the Sower. We are committed to ensuring that all pupils, irrespective of their background, achieve high attainment and make strong progress across all areas of the curriculum.

Our pupil premium strategy is designed to specifically support our disadvantaged pupils—who comprise a significant proportion of our community (~50% eligible for pupil premium funding, ~40% of which also have a special educational need or disability)—to overcome barriers to learning and thrive academically, socially, and spiritually. This includes targeted support for other vulnerable pupils such as those with social workers and young carers, ensuring their needs are met whether or not they are pupil premium eligible.

High-quality teaching, aligned with our school's teaching and learning toolkit and underpinned by the latest research, remains central to our approach. We prioritise areas where disadvantaged pupils require the most support, including foundational communication and language skills, early reading through the 'Little Wandle' phonics scheme and foundational mathematics skills. These approaches not only narrow the attainment gap but also enhance learning for all pupils.

Our strategy is responsive and adaptive, informed by robust diagnostic assessments rather than assumptions about disadvantage. We recognise the ongoing impact of the COVID-19 pandemic on pupil progress and wellbeing and are committed to providing timely, targeted interventions to address these challenges.

To ensure the success of our strategy, we will:

- *Set high expectations for all pupils, ensuring disadvantaged pupils are challenged and supported to reach their full potential.*
- *Intervene early and precisely at the point of need, especially for those with SEND and other additional needs.*
- *Embed a whole-school ethos where every member of staff takes collective responsibility for the progress and wellbeing of disadvantaged pupils, reflecting our school values and vision.*
- *Engage and collaborate with families, governors, and the wider community to ensure our vision and strategy accurately reflect and serve our school community.*
- *Monitor and evaluate the impact of all pupil premium funded activities rigorously, using data and evidence to refine and sustain effective practice.*

Through this comprehensive and compassionate approach, we aim to create fertile soil in which every pupil can flourish, embodying resilience, independence, teamwork, and high expectations as they grow academically and personally.

Challenges

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

Challenge number	Detail of challenge
1	High overlap of disadvantage and SEND: a disproportionate number of disadvantaged pupils have identified SEND (school: ~40% of disadvantaged pupils with SEND vs national ~20%). This increases complexity of need and requires SEND-aware approaches.
2	Low oral language, vocabulary and communication on entry: many children join Nursery/Reception with low language and vocabulary starting points, limiting progress in early reading and later comprehension.
3	Lower attainment for disadvantaged pupils in reading, writing and maths combined, with attainment in writing at KS2 particularly weak compared to reading and maths; disadvantaged combined expected standard in KS2 is inconsistent vs national.
4	Disadvantaged pupils and families have fewer opportunities for cultural capital experiences (trips and events beyond Bedworth, enrichment clubs), and parental engagement is generally low.
5	Family and pupil wellbeing: parental mental and emotional hardship reduce parental engagement and make positive parenting more difficult, contributing to increased difficulties with social, emotional and mental health needs and reduced attendance of disadvantaged pupils
6	Financial barriers: disadvantaged pupils are less likely to receive three healthy meals per day, have access to full school uniform and afford contributions towards trips etc.

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. Disadvantaged pupils with SEND make improved progress and narrow gap with peers	By end of academic year: disadvantaged pupils with SEND show improvement in termly progress measures and 80% of disadvantaged pupils with SEND make expected progress or better in reading, writing and maths (measured against the school's progress trackers and compared with previous year ~65%). SEN support plans show clear, evidence-linked strategies and regular review cycles.
2. Improved early language and communication so fewer pupils require intensive catch-up	Reception language assessments (WELCOMM) show 30% reduction in pupils identified as low language at end of first term of implementation; at least 80% of

	pupils at the end of Reception achieve GLD for 'listening, attention and understanding'.
3. Improved attainment for disadvantaged pupils, especially in writing at KS2	By end of Key Stage 2: proportion of disadvantaged pupils achieving combined expected standard in R/W/M to be at least in line with national disadvantaged averages; writing gap reduces by at least 5 percentage points year-on-year. Internal assessment: writing moderation shows improved composition & transcription measures.
4. Increased access to enrichment opportunities and improved pupil/parent aspiration	All disadvantaged pupils will access at least one enrichment or personal development opportunity over the year (after school clubs, school games/values events, pupil leadership roles); Parent engagement measures (attendance at targeted workshops, class assemblies, coffee mornings, parent evenings) for disadvantaged families is at least in line with non-disadvantaged families
5. Improved attendance	Attendance gap between disadvantaged and non-disadvantaged reduces from ~1% to ≤0.5% within 12 months; persistent absence for disadvantaged pupils reduces year-on-year.
6. Improved pupil wellbeing	Social/emotional outcomes (measured via wellbeing survey and behaviour logs) show improvement for disadvantaged pupils.
7. Removal of financial barriers	Increased take-up of breakfast and after school clubs for disadvantaged pupils; fewer reported incidents where lack of uniform or resources prevents participation

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: **£37000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school CPD programme implementing "Teaching & Learning Toolkit" focused on explicit instruction, scaffolding, retrieval	EEF Effective Professional Development guidance and EEF guidance on high-quality teaching for pupils with SEND (recommend explicit instruction, scaffolding,	1, 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
practice, adaptive teaching and consistent formative assessment. Includes toolkit focused coaching and planning support and peer observations. Includes additional leadership release time for Assistant Headteachers, to undertake observations and coaching.	metacognition) — EEF Effective Professional Development Guidance Report and EEF: High-Quality Teaching for SEND blog/guidance	
Targeted CPD and coaching for Early Years and staff on oral language promotion and early literacy (linked to Little Wandle phonics programme, Story Dough, Drawing Club and WELCOM screening). Includes additional leadership release time for EY & Phonics lead	EEF Early Literacy & Communication and Language evidence (early literacy approaches); NELI evidence for targeted language support — EEF Early Literacy Evidence Store and EEF: Nuffield Early Language Intervention (NELI)	2, 3
Strengthen maths teaching: adoption and ongoing PD for White Rose Maths scheme, with coaching and mastery approaches, and regular retrieval practice across year groups. Includes additional leadership release time for Maths Lead	Evidence for high-quality subject-specific PD and the role of explicit instruction and structured approaches in maths (EEF guidance on effective PD and maths approaches in Early Years/KS1/KS2) — EEF Effective Professional Development Guidance Report	3
Improve formative assessment use to identify knowledge gaps and plan next steps (teacher formative assessments + summative termly assessments + curriculum retrieval checks). Staff training on using assessment to identify gaps and adapt teaching.	EEF: guidance emphasises reliable assessment and use of evidence to identify gaps; “A School’s Guide to Implementation” on monitoring fidelity — EEF: A School’s Guide to Implementation	1, 3
TA professional development: training and ongoing coaching for TAs to deliver short, structured interventions linked to classroom teaching and SEND strategies (scaffolding, explicit instruction).	EEF Teaching Assistant interventions — targeted, trained TA-led interventions produce better outcomes than general TA presence in class; average +4 months when TAs deliver structured interventions — EEF: Teaching Assistant Interventions	1, 2, 3

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

Budgeted cost: **£50000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group teaching (within school-led model) for disadvantaged pupils behind in maths and reading/phonics (groups of up to 8 pupils, 45mins, 3x weekly for 10–12 weeks), coordinated with class assessments.	EEF: One-to-one and small group tuition is effective (one-to-one ~+5 months; small group tuition also effective; Tutor Trust trial showed ~+3 months for small group maths) — EEF: One-to-one Tuition and EEF: Tutor Trust trial	3
WELLCOMM assessment and intervention program across Early Year and KS1. Including targeted small group language interventions (groups of up to 6 pupils, 20mins 3x weekly for 10-12 weeks)	Implementing WellComm for speech and language support in Birmingham primary schools - GL Assessment Early identification and support for speech and language development needs with WellComm - GL Assessment	2
Structured writing intervention for pupils (small groups) using evidence-based approaches (modelling, worked examples, sentence scaffolds, retrieval practice) to tackle the school's KS2 writing weakness; link to memorable experience stimuli but ensure curriculum time balance.	EEF guidance on explicit instruction, modelling and cognitive strategies for writing; EEF trials indicate targeted writing interventions can be effective when well implemented — EEF: High-Quality Teaching for SEND (strategies) and EEF: Making a Difference with Effective Tutoring (for small group tuition design)	3
Targeted 1:1 support for disadvantaged pupils with complex SEND needs (as appropriate, specialist input, bespoke EHC targets) — funded partly from Pupil Premium where additional to statutory SEND funding.	EEF: targeted, structured interventions and explicit instruction support pupils with SEND; TA interventions with training show better outcomes when targeted and linked to teaching — EEF: Teaching Assistant Interventions	1,3
Phonics keep-up & catch-up boosting (Little Wandle fidelity checks, resources and small group catch-up sessions) to ensure early reading is secure for disadvantaged pupils.	EEF Early Literacy guidance and evidence that consistent, high-quality phonics and catch-up approaches support reading attainment — EEF Early Literacy Evidence Store	2,3

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

Budgeted cost: **£38303.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inclusion Co-ordinator (existing role continued and strengthened) — intensive family outreach, parenting support, benefits/housing signposting, and attendance casework targeted to disadvantaged families; collaborate with local Childrens Centre / Family Information Service / Early Support team</p>	<p>EEF: parental engagement has moderate impact (approx. +4 months) and is particularly valuable for disadvantaged pupils; targeted family support and parental engagement are promising approaches to improve attendance and learning when linked to academic focus — EEF: Parental Engagement and EEF evidence brief on attendance/support — EEF: Evidence brief on improving attendance and support for disadvantaged pupils</p>	<p>4,5</p>
<p>Before-school free breakfast club offered to targeted families to support nutrition, readiness to learn and attendance (up to 6 pupils)</p>	<p>EEF Magic Breakfast trial: free, universal before-school breakfast club produced ~+2 months' progress for KS1 and improved attendance/behaviour in primary settings — EEF: Magic Breakfast evaluation</p>	<p>5</p>
<p>Subsidised enrichment & cultural capital fund: subsidise trips beyond local area and create a guarantee of at least one external trip per year for each pupil. Also subsidise after-school clubs and instrument lessons for all pupils.</p>	<p>EEF and DfE emphasise enrichment and cultural capital to support wider development;.</p>	<p>4</p>
<p>Mental health and wellbeing provision: on-site pastoral support (Inclusion Team), counselling referrals, and in-school small group SEMH programmes (e.g., drawing and talking, Thrive-informed approaches, KiCK mentoring), plus staff training on trauma-informed practice.</p>	<p>EEF: social and emotional learning approaches can produce around +3 months' progress on average; evidence supports targeted SEMH programmes and the importance of wellbeing for learning — EEF: Social and Emotional Learning (see EEF evidence summaries)</p>	<p>5,1</p>
<p>Attendance package: Inclusion Co-ordinator</p>	<p>EEF evidence brief on attendance and EEF trials of attendance improvements indicate parental</p>	<p>5</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
and Attendance Lead time, personalised reminders and outreach, same-day contact, targeted incentives for improved attendance, and liaison with multi-agency partners for complex cases.	engagement and responsive, individualised approaches show promise. Also emerging trials (BITUP etc.) suggest personalised messaging is promising — EEF: Evidence brief on improving attendance and support for disadvantaged pupils	
Remove financial barriers: subsidised school trips for disadvantaged pupils, provide free school uniform vouchers for disadvantaged families.	EEF parental engagement and wider-strategies evidence highlights that reducing practical barriers (food, uniform, cost) supports engagement and attendance; breakfast clubs have measurable benefits — EEF: Parental Engagement and EEF: Magic Breakfast evaluation	5

Total budgeted cost: £125303.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

During the 2024–2025 academic year, the implementation of our pupil premium strategy had a positive impact on the attainment and progress of disadvantaged pupils at All Saints Bedworth C of E Academy. End-of-Key Stage Two data indicates that the attainment of pupil premium children has improved significantly across core subjects, and the gap between pupil premium and non-pupil premium pupils has narrowed.

Key Highlights:

Reading: Pupil premium pupils demonstrated strong progress, with a notable increase in the proportion achieving age-related expectations (ARE+). The gap between disadvantaged and non-disadvantaged pupils reduced compared to the previous year.

Writing: Targeted interventions and enhanced curriculum planning contributed to improved writing outcomes. Disadvantaged pupils showed accelerated progress, and the attainment gap narrowed.

Mathematics: Focused support through mastery approaches and targeted interventions led to improved attainment for pupil premium pupils. The difference in attainment between disadvantaged and non-disadvantaged pupils decreased.

Language Development: Initiatives such as Story Dough and Drawing Club supported oral language and vocabulary development, which was evident in classroom observations and pupil discussions. More pupils entering Year 1 had age-related language and vocabulary skills than the previous year, meaning they were more ready to succeed with the Year 1 curriculum.

Social and Emotional Development: Inclusion support and SEMH interventions helped pupils regulate emotions and engage more effectively in learning, contributing to improved overall wellbeing and a decreased number of stage 4 behaviour consequences and suspensions being issued.

Access and Inclusion: Financial support for uniform, trips, and breakfast provision ensured disadvantaged pupils could participate fully in school life, reducing barriers to learning.

Overall Impact:

The combined effect of high-quality teaching, targeted academic support, and wider strategies has resulted in improved outcomes for disadvantaged pupils. While gaps remain, the trend is positive, and the school is on track to meet the long-term goals outlined in the three-year strategy.