

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	195
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/24 2024/25 2025/26
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Kerry O'Grady Headteacher
Pupil premium lead	Kerry O'Grady
Governor / Trustee lead	Peter Nash

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118320.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£118320.00

# Part A: Pupil premium strategy plan

## Statement of intent

*“Learning and growing together to be the best that we can be” – this vision statement underpins all our work.*

*At All Saints we are working to provide all children with the fertile soil in which they can grow to be the best that they can be in all areas of their lives. We wholeheartedly adhere to the belief expressed in the Church of England’s Vision for Education (2016) that “We aim to deliver excellence in education and want the very best outcomes for children and young people so that they can achieve their fullest potential.... With many schools reporting that they feel under increasing pressure to make artificial choices between academic rigour and the wellbeing of their pupils, we are unequivocal in our message that there is no such distinction – a good education must promote life in all its fullness”.*

*Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. The activity we have outlined in this statement is intended to support their needs, regardless of whether they are disadvantaged or not.*

*High-quality teaching and in particular inclusive practice is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will: ensure disadvantaged pupils are challenged in the work that they’re set, act early to intervene at the point need is identified, adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.*

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Teaching staff (teachers and TAs) skills and knowledge in relation to how to effectively support disadvantaged pupils to make progress

2	Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Attainment of disadvantaged pupils in maths is lower than non-disadvantaged  Summer end 2024: 62% of non-disadvantaged pupils vs 53% of disadvantaged pupils at ARE+ in maths
4	Attainment of disadvantaged pupils in writing is lower than non-disadvantaged  Summer end 2024: 54% of non-disadvantaged pupils vs 40% of disadvantaged pupils at ARE+ in writing
5	Attainment of disadvantaged pupils in reading / phonics is lower than non-disadvantaged  Summer end 2024: 62% of non-disadvantaged pupils vs 52% of disadvantaged pupils at ARE+ in reading
6	The aspirations of many of our pupils are low, and even more so for disadvantaged pupils.
7	Increasingly high number of pupils with difficulties managing their behaviours and remaining regulated. Many of these pupils are disadvantaged
8	Disadvantaged families are more likely to experience financial difficulties and this often results in disadvantaged pupils being less likely to receive 3 healthy meals per day, have access to full school uniform, 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
Improved quality first teaching for disadvantaged pupils, so these pupils participate well in lessons, are engaged with learning and make progress in line with their peers	The vast majority of disadvantaged pupils are making good progress, and teaching consistently enables this.
Achieve and sustain improved social and emotional skills of all pupils, particularly disadvantaged pupils	Disadvantaged pupils are effectively able to manage their feelings and emotions, and their overall wellbeing is in line with their peers
Improved oral and language skills and vocabulary among disadvantaged pupils	Pupils can confidently use a wider range of vocabulary in context, as evidenced by classroom observations, teacher assessments, and pupil discussions.

	<p>Pupils participate more actively in class discussions, use full sentences, and can express themselves more clearly.</p> <p>The gap in vocabulary and oral skills between disadvantaged pupils and their peers narrows</p>
Improved maths attainment for disadvantaged pupils	KS1 and KS2 outcomes Summer 2025 show that the attainment gap between disadvantaged and non-disadvantaged pupils in maths has decreased.
Improved writing attainment for disadvantaged pupils	KS1 and KS2 outcomes Summer 2025 show that the attainment gap between disadvantaged and non-disadvantaged pupils in writing has decreased.
Improved reading attainment for disadvantaged pupils	KS1 and KS2 outcomes Summer 2025 show that the attainment gap between disadvantaged and non-disadvantaged pupils in phonics/reading has decreased.
Improved aspirations of disadvantaged pupils	Disadvantaged pupils can talk confidently about their future aspirations, hopes and goals and they are able to identify how to be successful in achieving these goals
Improved ability for pupils to effectively manage their behaviours, with the support of highly skilled staff	Pupils are better able to manage their behaviours with the support of highly skilled staff
Disadvantaged parents will receive financial support to enable them to support their children to play a full part in school life	Pupils are able to participate fully in all aspects of school life due to the minimising of some socioeconomic barriers which can impact on learning and wellbeing.

## 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: **£15470.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our maths teaching and curriculum planning	DfE non-statutory guidance (in conjunction with NCETM)	1, 3, 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will fund additional release time for our Maths Subject leader and EY/KS1 leader to support staff to enhance their teaching and planning</p> <p>(1hr per week of maths lead time = £50 x 39 = <b>£1950</b>)</p> <p>(1hr per week of KS1 leader time = £50 x 39 = <b>£1950</b>)</p>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</a></p> <p>EEF guidance on the impact of Mastery learning: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p>EEF Improving Mathematics in Early Years and KS1: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-years-and-ks1">EEF Maths EY KS1 Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>EEF Improving Mathematics in KS2 and KS3: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/ks2-and-ks3-2022-update">EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>DFE Using Pupil Premium: guidance for school leaders: <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Using_Pupil_Premium_Guidance_for_School_Leaders.pdf">Using Pupil Premium: Guidance for School Leaders (publishing.service.gov.uk)</a></p>	
<p>Enhancement of our English writing teaching and curriculum planning</p> <p>We will fund release time for our Senior leaders to support staff to enhance their teaching and planning</p> <p>(1hr per week of Assistant Head time = £50 x 39 = <b>£1950</b>)</p> <p>(1hr per week of KS1 leader time = £50 x 39 = <b>£1950</b>)</p>	<p>EEF guidance on effective professional development <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>EEF guidance on improving literacy at KS1: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p>EEF guidance on improving literacy at KS2: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>DFE Using Pupil Premium: guidance for school leaders: <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Using_Pupil_Premium_Guidance_for_School_Leaders.pdf">Using Pupil Premium: Guidance for School Leaders (publishing.service.gov.uk)</a></p>	1, 2, 4, 5, 6
<p>We will work with Little Sutton English Hub as a 'partner school', focused on improving staff knowledge and skills in</p>	<p>DFE Early Reading Framework July 2023 <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Early_Reading_Framework_July_2023.pdf">Reading Framework (publishing.service.gov.uk)</a></p>	1, 2, 5, 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>relation to the teaching of phonics, and improving the impact of 'keep-up' and 'catch-up' interventions</p> <p>6 days over the year to release Phonics lead release time = <b>£1700</b></p> <p>Enhancement of our early reading / phonics teaching and curriculum planning in line with EEF guidance</p> <p>We will fund release time for our Senior leaders to support staff to enhance their teaching and planning 2 hours per week of phonics lead = £100 x 39 = <b>£3900</b></p>	<p>DFE English Hubs information: <a href="http://www.gov.uk">English Hubs: list of primary schools - GOV.UK (www.gov.uk)</a></p> <p>Little Sutton English Hub: <a href="http://lsenglishhub.org.uk">Home   Little Sutton English Hub (lsenglishhub.org.uk)</a></p>	
<p>Purchase and implement 'Story Dough' and 'Drawing Club' resources across Nursery, Reception and Year 1 to support improved understanding and use of vocabulary, and basic skills in sentence writing.</p> <p>Story Dough resources - <b>£60.00</b> Drawing Club resources - <b>£60.00</b></p> <p>(1hr per week of EY leader time = £50 x 39 = <b>£1950</b>)</p>	<p>Early Years Foundation Stage (EYFS) Framework: <i>This framework emphasizes the importance of play in early learning, highlighting that children learn through exploration, creativity, and interaction. It encourages rich language experiences and supports literacy development through varied activities.</i></p> <p>Development Matters in the Early Years Foundation Stage: <i>This document outlines how children develop communication and language skills through play, interaction, and storytelling. It highlights the significance of providing a language-rich environment.</i></p> <p>EEF Improving Literacy in Key Stage 1 <a href="https://d2tic4wvo1iusb.cloudfront.net">Literacy KS1 Guidance Report 2020.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>This report discusses effective strategies for enhancing literacy, including the importance of oral language development and the role of play in learning.</p> <p>EEF evidence in relation to Communication and Language approaches in Early Years:</p>	1, 2, 4, 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<a href="https://educationendowmentfoundation.org.uk">Communication and language approaches   EEF (educationendowmentfoundation.org.uk)</a>	

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

Budgeted cost: **£63000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching assistant focused support in classrooms during reading, writing and maths lessons, which includes pre-teaching, feedback, scaffolding and mentoring</p> <p>(contribution of costs for TAs in classrooms in the mornings = <b>£36000.00</b>)</p>	<p>EEF Making the best use of Teaching Assistants: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">TA Guidance Report MakingBestUseOfTeachingAssistants-Printable 2021-11-02-162019_wsqd.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>EEF guidance on effective use of feedback: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>EEF guidance on effective use of mentoring: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p>EEF guidance on metacognition and self-regulation <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3, 4, 5, 6, 7
<p>Targeted support from Teaching Assistants for specific maths, phonics, reading and writing interventions during afternoon sessions</p> <p>(contribution of costs for 3 x afternoon TAs = <b>£12000.00</b>)</p>	<p>EEF guidance on effective use of teaching assistant interventions: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1, 2, 3, 4, 5, 6, 7
<p>Inclusion team staff to deliver interventions to meet the specific needs of disadvantaged pupils with SEND (focused on SEMH and Communication and Interaction needs)</p>	<p>Special Educational Needs in Mainstream Schools: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p>Improving Social and Emotional Learning in Primary Schools:</p>	2, 3, 4, 5, 6, 7

Activity	Evidence that supports this approach	Challenge number(s) addressed
(contribution of costs for TA3 Inclusion staff <b>£15000.00</b> )	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>  Improving Behaviour in Schools: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	

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

Budgeted cost: **£40180.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Our SENDCo and Inclusion Co-ordinator will support staff to develop inclusive quality first teaching, and targeted interventions with a focus on disadvantaged / SEN learners</p> <p>We will fund a proportion of the salaries of our SENDCO and Inclusion Coordinator roles to support this priority</p> <p>(half a day per week of SENDCO salary = £150 x 39 = <b>£5850</b>)</p> <p>(Contribution of costs for Inclusion Co-ordinator salary = <b>£15000.00</b>)</p>	<p>EEF guidance on supporting Special Educational Needs in Mainstream Schools:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=special%20ed">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=special%20ed</a></p>	1, 2, 3, 4, 5, 7
<p>Our Inclusion Assistants will support identified pupils with their SEMH skills, so they are better able to</p>	<p>EEF guidance on behaviour interventions:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	1, 2, 3, 4, 5, 7

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>regulate their emotions, engage in learning and make progress</p> <p>We will fund a proportion of the salaries of our two Inclusion Assistant roles to support this priority</p> <p>(contributions towards Inclusion Assistant salaries = £10000.00)</p>	<p>EEF guidance on Social and Emotional Learning:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	
<p>We will provide staff with high quality training to support their understanding of SEN and associated strategies that support these needs</p> <p>Contribution towards annual subscription to CADMAS specialist support service - £3000.00</p>	<p>EEF guidance on Effective Professional Development  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>EEF guidance on Social and Emotional Learning:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>EEF guidance on supporting Special Educational Needs in Mainstream Schools:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&amp;utm_medium=search&amp;utm_campaign=sit_e_search&amp;search_term=special%20ed">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&amp;utm_medium=search&amp;utm_campaign=sit_e_search&amp;search_term=special%20ed</a></p>	1, 2, 3, 4, 5, 6, 7
<p>Funding of £35.98 voucher for all current FSM pupils towards the costs of school uniform</p> <p>£3240.00</p>	<p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Pupils who do not wear the school uniform are more likely to feel isolated from their peers:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a></p>	6, 7, 10
<p>50% contribution towards educational visits costs for all PP pupils</p> <p>(£2700.00)</p>	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	6, 7, 10

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>50% contribution towards National Schools Breakfast Program costs, which provide all pupils with access to a healthy breakfast each morning</p> <p>£390.00</p>	<p><a href="https://nsbp.family-action.org.uk/s/article/The-Impact-of-Breakfast">https://nsbp.family-action.org.uk/s/article/The-Impact-of-Breakfast</a></p>	<p>6, 7, 10</p>

**Total budgeted cost: £118650.00**

## 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.

Our internal assessments during 2023/24 suggest that the gap between the attainment of disadvantaged pupils and non-disadvantaged pupils in core subjects is similar in all core subjects (around 10-15%). This is lower than the national average gap at the end of Key Stage 2, which is 22%. The attainment gap between disadvantaged and non-disadvantaged pupils decreased through 2024/24, from around 18% as an average across all core subject to 10-15% by the end of 2024. There is a high correlation between PP and SEND pupils – approx. 44% of PP pupils also have an identified, which impacts on their overall attainment.

High quality teaching in the classroom, along with well-targeted 'keep-up' and 'catch-up' interventions, continue to provide all pupils, but particularly disadvantaged pupils, the best possible chance of achieving good outcomes. We continue to prioritise our PP funding to support enhancing this further.

Our overall attendance is improving. There is a reasonably insignificant gap between the attendance of disadvantaged pupils (93%) and non-disadvantaged pupils (94.4%). This gap has continued to diminish through 2022-24. The number of overall pupils who are classed as persistently absent has significantly reduced (25% in 2023 reduced to 17.4% in 2024)

The number of pupils displaying high-level dysregulated behaviours has decreased over 2023-24, and the number of suspensions linked to these behaviours has decreased. However, we continue to need to support a range of challenging SEMH needs amongst disadvantaged pupils, and so need to continue to allocate a proportion to our PP funding to supporting inclusion and managing SEMH needs across the school.

Parental feedback in relation to their financial circumstances and ability to provide healthy meals indicates that many disadvantaged parents/carers continue to experience financial burden, exacerbated by the cost-of-living crisis. We will therefore continue to prioritise using our PP grant to provide financial support for parents to provide uniform, healthy breakfasts and subsidise contributions to school enrichment (educational trips / activity clubs)