

Pupil Premium Strategy Statement 2025-2028

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	Otley All Saints CE Primary School
Number of pupils in school	224 (inc nursery)
Proportion (%) of pupil premium eligible pupils	9.9% (23/24 not inc nursery yrs data)
Academic year/years that our current pupil premium strategy plan covers	2025-28
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Luisa Di Palma-Heath
Pupil premium lead	Laura Fortune
Governor lead	Allan Boddy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 34,770
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£34,770

Part A: Pupil Premium Strategy Plan

Statement of intent

When deciding how to allocate Pupil Premium funding, it is essential to consider the unique context of the school and the specific challenges pupils' face, as identified through our Pupil Premium Register. Research from the Education Endowment Foundation shows common barriers to learning for disadvantaged children, including less support at home, weak language, and communication skills, low confidence, behavioural issues, as well as attendance and punctuality problems. There may also be complex family situations that prevent children from flourishing.

At All Saints, all staff members and the Governing Body take collective responsibility for the success and well-being of our disadvantaged pupils. We are fully committed to addressing their academic, pastoral, and social needs within a nurturing and supportive environment. It is also essential to recognise that there are pupils in our school who, though not in receipt of Pupil Premium funding, face similar disadvantages. Therefore, we strive to ensure that the support we offer to disadvantaged pupils benefits all students, with a positive impact extending throughout the school.

We take great pride in the 'family feel' at All Saints, where we make it a priority to understand each child as a unique individual. We recognise that each pupil's personal circumstances and experiences play a significant role in shaping who they are and how they learn.

We are also mindful of the specific challenges faced by vulnerable pupils, such as those with a social worker or young carers. The initiatives outlined in this strategy are designed to support the needs of these pupils, regardless of whether they are classified as disadvantaged, ensuring all vulnerable children receive the support they need to thrive.

Ultimate objectives

Our ultimate objectives are to:

- Remove barriers to learning created by disadvantage.
- Narrow the attainment gap between disadvantaged pupils and others both within school and compared with national data, so that as many as possible reach age-related expectations (ARE) or better at the end of Y6.
- Ensure all pupils develop a love of reading and are able to read fluently, with good understanding to enable them to access a broad and balanced curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts, so they have a strong foundation for life.
- Enable pupils to develop resilience and be supported to take an increasing responsibility for their social and emotional wellbeing.
- Ensure all pupils have the opportunity to partake in a wide range of experiences, and the chance to develop interests of their own.
- Work in partnership with parents to both identify and break down barriers for individual pupils

Achieving the objectives

The range of provision for consideration:

- Be clear about the importance of ensuring that all day-to-day teaching meets the needs of each learner. Quality First Teaching is paramount.
- Provide all class based staff with high quality CPD to ensure that pupils access effective quality first teaching (including the use of evidence based research).
- To provide small group work with an experienced teacher or teaching assistant focussed on overcoming gaps in learning.
- Make sure that support staff, particularly teaching assistants, are suitably trained and understand their role in helping pupils to achieve.
- Pupil premium funding will be aimed at accelerating progress, moving children to at least age-related expectations.
- To provide additional support with transition from primary to secondary and transition internally.
- To subsidise activities, educational visits and residentials, ensuring children have first-hand experiences to use in their learning.
- To support the funding of specialist learning software or equipment.
- To allow the children to learn a musical instrument if desired.
- To provide behaviour and nurture support as needed from pastoral support staff.
- To provide support for families at the point of need.

This list is not exhaustive and will change according to the needs and support required by our disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Weak/limited language and communication skills
2	Limited/weak 'learning skills' and 'learning behaviours' and attitudes towards learning – e.g. concentration and focus skills, organisation skills, resilience
3	Specific barriers to learning and/or low baseline when starting school
4	33.3% of last year's Pupil Premium cohort were persistent absentees (below 90% attendance) by the end of the spring term. Increased attendance of 'persistent absentees'
5	Social, Emotional and Mental Health needs / Pastoral support
6	Challenging family lives which may include some targeted cluster or Social Service involvement
7	Family circumstances may limit support for learning and opportunity outside school.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2028)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Increased overall attendance rates for disadvantaged pupils in line with national averages/ other pupils	<ul style="list-style-type: none"> ● Individual attendance for most disadvantaged pupils is in line with overall school attendance data ● Most disadvantaged pupils are rarely late for school ● Reduction in persistent absence in line with national averages/ other pupils
Disadvantaged pupils make at least expected progress in reading.	<ul style="list-style-type: none"> ● Most disadvantaged pupils read regularly at home. ● Most disadvantaged pupils read for pleasure and develop favourite genres/ authors. ● Most disadvantaged pupils demonstrate age-appropriate comprehension skills, retrieving information and inferring meaning.
Disadvantaged pupils make at least expected progress in writing.	<ul style="list-style-type: none"> ● Most disadvantaged pupils develop secure spelling skills, consistently applying learned spelling rules and national curriculum word lists in their writing, as assessed by class teachers. ● Most disadvantaged pupils construct sentences and texts accurately, choosing vocabulary appropriately, as assessed by class teachers. ● Disadvantaged children achieve their predicted outcomes at the end of each academic year, as assessed by class teachers.
Disadvantaged pupils make at least expected progress in mathematics.	<ul style="list-style-type: none"> ● Most disadvantaged pupils achieve at least 23/25 in the Y4 multiplication tables check ● Disadvantaged children achieve their predicted outcomes at the end of each academic year, as assessed by class teachers.
Disadvantaged pupils achieve the expected standard in the phonics screening check.	<ul style="list-style-type: none"> ● Annual data at the end of KS1 shows consistency between disadvantaged pupils and their peers attaining the expected standard in the phonics screening check.
Disadvantaged pupils demonstrate increased resilience, confidence and independence in learning.	<ul style="list-style-type: none"> ● Class teachers observe that the majority of disadvantaged pupils can follow instructions, work independently, and respond positively to challenges in lessons. ● All disadvantaged pupils actively engage with teachers and teaching assistants during lessons and interventions, ensuring full participation in learning activities.
The impact of social, emotional and mental health needs of disadvantaged pupils upon their learning is reduced	<ul style="list-style-type: none"> ● By the end of KS2, most disadvantaged pupils have developed strategies to manage stress, anxiety, and conflict. ● By the end of KS2, most disadvantaged pupils are able to recognise and express their emotions. ● Disadvantaged pupils develop positive peer relationships by the end of KS2. ● Numbers of referrals for external support, e.g. Early Help, Parent Support Advisor, Targeted Mental Health in School (TaMHS), for disadvantaged pupils is reduced year on year, with pupils showing evidence of good mental health and wellbeing.

Activity in this academic year (2025-2026)

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: £2,525

Activity	Evidence that supports this approach	Challenges addressed
Quality First Teaching	This is fundamental in the progress of all of our children. Teachers are monitored by the SLT on a regular basis through planning scrutinies, professional dialogue, and observations to ensure that high standards are maintained across the school.	1,2,3
<p>Resilience resources and training</p> <p>CPD for staff - promote resilience and support social and emotional learning</p> <p>Specific teaching of resilience throughout the curriculum.</p> <p>-CPD and resources provided by Leeds Wellbeing Team (£1,000)</p>	<p>Research from the Healthy Minds initiative demonstrates that teaching resilience within the classroom has a positive impact on both academic attainment and mental health. Studies show that resilience-focused programs help students develop the skills to manage stress, persevere through challenges, and maintain a positive mind set, all of which contribute to improved academic performance. Additionally, fostering a resilient environment reduces anxiety, boosts self-esteem, and supports overall well-being. These findings align with evidence indicating that when students are equipped with the tools to cope with setbacks and adversity, they are better positioned to succeed academically and maintain good mental health. A number of other studies reported the same outcomes.</p> <p>Healthy Minds Research Project</p> <p>HMG and Children and Young People's Mental Health Coalition- Promoting children and young people's mental health and wellbeing</p> <p>EEF- Building Social and Emotional Learning into the Classroom</p>	2,3,4,5
<p>Staff CPD for the teaching of English</p> <p>-Bespoke CPD delivered by Osiris Education</p> <p>-English leads will monitor and support staff to deliver the English Writing Curriculum</p> <p>-English Leads and SLT will monitor progress and outcomes (£1525)</p>	<p>Children in receipt of Pupil Premium, or those from disadvantaged backgrounds, often show less progress in literacy compared to their peers, particularly in writing. Research from the Education Endowment Foundation (EEF) highlights that high-quality professional development (CPD) for teachers can significantly improve teaching practices and, in turn, raise attainment. To address this, our school will provide CPD for staff to develop a consistent approach to teaching literacy, specifically writing, in line with EEF strategies. This targeted professional development will ensure that teaching is effective, evidence-based, and aligned with best practices, ultimately improving outcomes for all pupils, including those from disadvantaged backgrounds.</p>	1,2,3

Targeted academic support (eg. tutoring, 1:1 support, structured interventions)

Budgeted cost: £15,426.05

Activity	Evidence that supports this approach	Challenges addressed
<p>To embed evidence-informed interventions that are delivered by teaching assistants - literacy, maths, those recommended by other Professionals e.g. Speech and Language, Occupational Therapy</p> <p>*Use TAs to deliver high quality one-to-one and small group support using structured interventions or same day interventions.</p> <p>*Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction</p> <p>*Ensure explicit connections are made between learning from everyday classroom and teaching structured interventions</p> <p>(cost cover by current staff hours)</p>	<p>The EEF findings state “on average, one-to-one tuition is very effective at improving pupil outcomes. One-to-one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas” and that “one-to-one tuition can be effective, providing approximately five additional months’ progress on average” One to one tuition EEF</p> <p><u>One-to-one tuition EEF</u></p>	<p>1, 2, 3, 6</p>
<p>‘Booster’ sessions in reading, writing and maths targeted at those who are below age-related expectations.</p> <p>This includes resources. (£5,000)</p>	<p>From January 2025 teachers have identified pupils, including those in receipt of pupil premium, who will benefit from additional tuition to develop confidence in class. HLTAs are funded to deliver six week blocks of catch-up support outside of school hours to these pupils in Years.</p> <p>Resources</p> <p>*Online Maths resources- Dynamo Maths</p> <p>*123- interventions e.g. Power of 2</p> <p>*NELI</p> <p>Nuffield Early Language Intervention Scale Up Impact Evaluation EEF</p> <p><u>Small group tuition EEF</u></p>	<p>1, 2, 3, 6</p>

Activity	Evidence that supports this approach	Challenges addressed
Contribution to cost of support staff for targeted Teaching Assistant (TA) deployment. (£9,214.05)	EEF Making Best Use of Teaching Assistants Guidance report makes seven evidence-based recommendations including two linked to the delivery of interventions. Pupils' barriers to achievement (both contextual and academic) are identified during phase meetings between class teachers and senior leaders. Interventions cover a range of targeted and personalised learning opportunities which are specifically tailored to overcome a pupil's specific barriers and are linked closely to learning which takes place as part of whole-class teaching. EEF- Teaching Assistant	1, 2, 3, 6
Books Phonics scheme (£1,212.00)	Children must have access to a variety of high-quality, phonics-based reading books to support the implementation of the new phonics scheme and support accelerated progress in reading. EEF- Phonics	1,2,3

Wider strategies

Budgeted cost: £16,817.98

Activity	Evidence that supports this approach	Challenges addressed
Behaviour Policy -The behaviour policy and implementation will take account of more recent research into trauma informed practice. -Staff will receive appropriate training to support school to build a positive ethos using trauma informed practice (£0)	Recent research into trauma-informed practice highlights the importance of understanding and addressing the impact of trauma on behaviour, as it can significantly affect a child's ability to learn and engage. By updating the behaviour policy, we will ensure that it aligns with the latest evidence on trauma-informed approaches, creating a more supportive and understanding environment. Staff will receive appropriate training to implement these strategies effectively, helping to build a positive ethos where all pupils feel safe, respected, and able to thrive, ultimately improving outcomes for all pupils, including those in receipt of Pupil Premium. DFE- Mental Health and Behaviour in Schools Trauma Informed Practice New trauma informed EEF	2, 3
Learning mentor to work with individual pupils and their families to improve attendance. (£5,665.80)	The DfE guidance has been informed by engagement with schools with significantly reduced absence and persistent absence levels. DfE Improving School Attendance	4

Activity	Evidence that supports this approach	Challenges addressed
Contribution to cost of a learning mentor for 10 hours per week. (See above)	EEF Teachers Toolkit indicates that social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over an academic year. Parental engagement has a positive impact on average of 4 months' additional progress and EEF state that it is crucial to consider how to engage with all parents to avoid widening attainment gaps. EEF Teachers Toolkit -social and emotional learning	3, 4, 5, 6
Contribution to cost of 'pastoral support' role to supplement pastoral lead and learning mentor posts in school. (£3,769.22)	In addition to replacing and redefining the learning mentor role, we have appointed a pastoral support to work with vulnerable pupils in supporting their emotional wellbeing. This has provided capacity across school to identify and support vulnerable families and children for whom behaviour or anxiety present barriers to learning. EEF Teachers Toolkit -social and emotional learning	3, 4, 5, 6
Residential visit – 1 pupil in total 1 x £300; (£300.00)	The EEF outlines how participation in the arts and access to physical activity can have a positive impact on pupils. It is essential for their own wellbeing that children experience different settings before high school. Wellbeing, behaviour and attitudes improve when children are given opportunities to flourish in non-academic activities which engage them in teambuilding with their peers. EEF- Arts participation	1, 5, 6,7
Annual cluster contribution to local targeted services -TaMHS counselling - Parent Support Adviser - Speech & Language Therapy (£7,082.96)	The EEF research outlines social and emotional approaches that can have a positive impact on learning of up to 4 months' additional academic progress. Careful monitoring of such interventions is required to ensure such an impact. It recognises the importance of being able to effectively manage emotions. There is also research to show that targeted and universal approaches to behaviour can have positive overall effects of 4 months or more. Children are supported with Social Emotional Mental Health (SEMH) difficulties connected to attachment disorder and/or family instability. Families / parents are supported in the home to encourage a consistent parenting approach. Targeted Mental Health in Schools Project EEF- Parental Engagement	3, 4, 5, 6

Total budgeted cost: £ 34,770

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

Across the school, emotional wellbeing and regulation continue to be a challenge, with the impact varying by age. If not addressed, these issues can affect both learning and development. Much of the support provided by the pastoral team focuses on building self-esteem and resilience, which has become a noticeable trend in the school. As a result, this focus has been incorporated into the School Development Plan for the upcoming year. This academic year, two children received additional emotional support through external TAHMS counselling services, which focused on addressing their emotional needs. Exit evaluations indicated that the support was positive, and staff gained valuable insights into these children's needs, helping to move forward with EHCP applications and provide further in-school assistance for these pupils. Additionally, pastoral staff are supporting younger children with developing learning skills and managing behaviour both in the classroom and around the school. The Learning Mentor and pastoral support team continue to offer vital help, particularly with friendship challenges and fostering positive peer relationships. Staff have reported a significant reduction in friendship-related incidents, especially among older year groups.

This academic year, two families were supported with funding to enable their children to attend the school residential. This had a positive impact on their social and emotional development, providing them with the opportunity to build confidence, strengthen peer relationships, and improve their sense of belonging within the school community. This experience has supported their integration into school as well as their well-being, helping them engage more fully in their learning.

The implementation of Rocket Phonics SSP in Reception & KS1 has continued to be embedded into the daily English provision to ensure consistent and quality phonics teaching. This systematic synthetic phonics programme is fully resourced and provides teachers with everything needed to teach children to read and write.

We have also continued to replenish the book scheme, ensuring all the reading books are now fully decodable and matched to the grapheme/phoneme correspondence being taught. This ensures the children are learning the target sounds in context and within language rich stories. Children and families clearly enjoy the books and are excited to read, with many children reading through the entire scheme of books.

The provision for the lowest 20%+ of readers and writers in all year groups is monitored and supported throughout the year. A range of practices and interventions are utilised to support the lowest 20% such as daily keep-up phonics sessions, before/after school booster groups, daily reading and additional support during sessions. These have proven very successful and our consistently high phonics screening scores reflect this.

Catch-up sessions continue to be provided to children in the form of either maths, reading, phonics or writing. They focus on either some pre-teaching of knowledge and learning concepts or they revise knowledge and learning already taught during whole class teaching. These continue to have a positive impact on learning progression and attainment across KS1 and KS2.

