

All Saints Academy, Darfield

Pupil premium strategy statement 2025-2026



A loving place where we all care, learn and grow together.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	177 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	72/177 pupils (41%)
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2025
Statement authorised by	Alison Adair (DSAT CEO)
Pupil premium lead	Catherine Green
Governor / Trustee lead	Mark Wheeler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2025-2026	£133,320
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year 2025-2026	£133,320

Part A: Pupil premium strategy plan

Statement of intent

At All Saints Academy, it is our vision to provide the 'good soil' for every member of our community, regardless of their background, to develop deep roots and flourish as a unique individual and achieve their full potential. All pupils should have access to a curriculum and learning which will enable them to achieve their full potential through the highest standards of teaching, focused support, curriculum enrichment and pastoral care. We are committed to raising the attainment of all pupils including those eligible for Pupil Premium and understand that many of these pupils must make accelerated progress.

We believe that the highest possible standards can only be achieved by ensuring consistently high-quality teaching. As a school, we are committed to utilising resources and support effectively, including the Pupil Premium grant, to ensure pupils achieve to the best of their ability. We determine how best to use the Pupil Premium grant to support pupils and raise attainment through the development of the Pupil Premium Strategy Statement. The Strategy Statement is evidence based, using EEF research to ensure strategies implemented are effective, and detail priorities, actions and support aimed at addressing a range of identified challenges.

We aim to deliver high-quality education for all pupils as EEF evidence shows it has the most significant impact on pupils' progress, outcomes and success. Therefore, the curriculum we offer is built upon high expectations which are, underpinned by the key concepts, principles and themes from the National Curriculum. It is designed coherently to meet the needs of all our pupils by offering purposeful contexts and meaningful experiences which engage our pupils, providing them with the skills and knowledge for future learning. Our curriculum is rich, varied and ambitious to meet the needs of individual learners and is adapted for pupils with additional needs.

An active and engaging environment supports and challenges all learners. Our ongoing implementation of the DSAT Teach Simply model allows pupils to connect and builds upon prior knowledge. It provides a framework in which concepts are skilfully modelled and pupils engage in learning through opportunities to work independently, in pairs and groups. Collaborative learning and oracy are at the heart of the Teach Simply Model, helping children to know and remember more.

The school rigorously monitors and evaluates the impact of Pupil Premium funding to ensure this is allocated appropriately and used effectively. Tracking of progress over time is essential so that needs can be quickly identified, and strategies and interventions developed to accelerate progress. Data collated is consistently used during pupil progress meetings to identify impact of actions and next steps.

Pastoral support is prioritised which ensures pupils are able to overcome challenges and engage positively in school life.

Challenges

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

Challenge number	Detail of challenge										
1	<p>Evidence indicates 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.</p>										
2	<p>Evidence demonstrates that disadvantaged pupils generally have greater difficulty with reading than their non-disadvantaged peers.</p> <p>On entry to Reception in the last 3 years, an average of 81% of our disadvantaged pupils arrive below age related expectations compared to an average of 73% of other pupils (-8% gap).</p> <p>In the last 3 years, an average of 22% of our disadvantaged pupils did not meet the expected standard in phonics by the end of Y1 compared with an average of 17% non-disadvantaged pupils (-5% gap).</p> <p>By the end of KS2, non-disadvantaged pupils continue to out-perform their disadvantaged peers.</p> <table border="1"><thead><tr><th>Source: IDSR 2025</th><th>All pupils- 3 yr average</th><th>PP- 3 yr average</th><th>National PP- 3 yr average</th><th>Gap</th></tr></thead><tbody><tr><td>Reading</td><td>63%</td><td>55%</td><td>62%</td><td>-7</td></tr></tbody></table>	Source: IDSR 2025	All pupils- 3 yr average	PP- 3 yr average	National PP- 3 yr average	Gap	Reading	63%	55%	62%	-7
Source: IDSR 2025	All pupils- 3 yr average	PP- 3 yr average	National PP- 3 yr average	Gap							
Reading	63%	55%	62%	-7							

3	<p>Evidence indicates that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>On entry to Reception in the last 3 years, an average of 79% of our disadvantaged pupils arrive below age related expectations compared to an average of 73% of other pupils (-6% gap). This gap remains steady to the end of KS2.</p> <table border="1" data-bbox="366 345 1399 455"> <thead> <tr> <th data-bbox="366 345 616 422">Source: IDSR 2025</th><th data-bbox="616 345 806 422">All pupils- 3 yr average</th><th data-bbox="806 345 997 422">PP- 3 yr average</th><th data-bbox="997 345 1187 422">National PP- 3 yr average</th><th data-bbox="1187 345 1399 422">Gap</th></tr> </thead> <tbody> <tr> <td data-bbox="366 422 616 455"></td><td data-bbox="616 422 806 455">Writing</td><td data-bbox="806 422 997 455">60%</td><td data-bbox="997 422 1187 455">52%</td><td data-bbox="1187 422 1399 455">59%</td></tr> </tbody> </table>	Source: IDSR 2025	All pupils- 3 yr average	PP- 3 yr average	National PP- 3 yr average	Gap		Writing	60%	52%	59%																						
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4	<p>Our data demonstrates that a high proportion of our disadvantaged pupils have identified social, emotional and mental health challenges. These challenges are the result of adverse childhood experiences (ACEs). ACEs include physical abuse, emotional abuse, sexual abuse, domestic violence, parental substance misuse, mental illness, suicide death and crimes/imprisonment of family. Research demonstrates a strong link between ACEs and disadvantage as children develop including a negative impact on their ability to focus and learn effectively.</p>																																
5	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than non-disadvantaged pupils. Although the gap is narrowing, it still remains.</p> <table border="1" data-bbox="362 817 1399 961"> <thead> <tr> <th colspan="4" data-bbox="362 817 1399 855">Attendance (excluding non-compulsory)</th></tr> <tr> <th data-bbox="362 855 616 889">Source: Insight</th><th data-bbox="616 855 806 889">Pupil premium</th><th data-bbox="806 855 1187 889">Non Pupil premium</th><th data-bbox="1187 855 1399 889">Gap</th></tr> </thead> <tbody> <tr> <td data-bbox="362 889 616 923">2024-2025</td><td data-bbox="616 889 806 923">90.8%</td><td data-bbox="806 889 1187 923">95.5%</td><td data-bbox="1187 889 1399 923">-4.7</td></tr> <tr> <td data-bbox="362 923 616 961">2023-2024</td><td data-bbox="616 923 806 961">90.2%</td><td data-bbox="806 923 1187 961">96.4%</td><td data-bbox="1187 923 1399 961">-6.2</td></tr> </tbody> </table> <p>The percentage of disadvantaged pupils identified as 'persistently absent' has been significantly higher than non-disadvantaged pupils for the last 2 years. Research indicate that absenteeism is likely to negatively impacting the progress of pupils. Although the percentage of PA has decreased and the gap is narrowed, attendance of disadvantaged pupils remained a concern.</p> <table border="1" data-bbox="362 1176 1399 1320"> <thead> <tr> <th colspan="4" data-bbox="362 1176 1399 1215">Persistent absence (excluding non-compulsory)</th></tr> <tr> <th data-bbox="362 1215 616 1248">Source: Insight</th><th data-bbox="616 1215 806 1248">Pupil premium</th><th data-bbox="806 1215 1187 1248">Non Pupil premium</th><th data-bbox="1187 1215 1399 1248">Gap</th></tr> </thead> <tbody> <tr> <td data-bbox="362 1248 616 1282">2024-2025</td><td data-bbox="616 1248 806 1282">23.7%</td><td data-bbox="806 1248 1187 1282">10.1%</td><td data-bbox="1187 1248 1399 1282">+13.7</td></tr> <tr> <td data-bbox="362 1282 616 1320">2023-2024</td><td data-bbox="616 1282 806 1320">32.6%</td><td data-bbox="806 1282 1187 1320">7.5%</td><td data-bbox="1187 1282 1399 1320">+25.1</td></tr> </tbody> </table>	Attendance (excluding non-compulsory)				Source: Insight	Pupil premium	Non Pupil premium	Gap	2024-2025	90.8%	95.5%	-4.7	2023-2024	90.2%	96.4%	-6.2	Persistent absence (excluding non-compulsory)				Source: Insight	Pupil premium	Non Pupil premium	Gap	2024-2025	23.7%	10.1%	+13.7	2023-2024	32.6%	7.5%	+25.1
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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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	By the end of KS2, the gap between disadvantaged and non-disadvantaged pupils has narrowed and outcomes have increased to 65-70%+ of disadvantaged pupils achieving the expected standard in reading.

Improved writing attainment among disadvantaged pupils.	By the end of KS2, the gap between disadvantaged and non-disadvantaged pupils has narrowed and outcomes have increased to 60-65%+ of disadvantaged pupils achieving the expected standard in reading.
Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Improved pupil wellbeing by July 2026 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, pupil and parent questionnaires and teacher observations an increase in participation in enrichment activities, particularly among disadvantaged pupils. a decrease in the number of pupils requiring support from SEMH interventions such as ELSA.
Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained improvements in attendance by July 2026 demonstrated by: <ul style="list-style-type: none"> the overall attendance rate for all pupils being more than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers reduced. the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 10% lower than their peers.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: ≈£47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of standardised diagnostic tools (WEL-COMM, YARC, Smartgrade, Insight, Insight Boost) Training for staff to ensure assessments of administered and interpreted correctly	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1, 2, 3
Embedding oracy strategies across the curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training. High quality books are carefully mapped out from Nursery to Year 6. Key vocabulary from the books is mapped out. Daily repeated read in EYFS and KS1 with a key focus on oracy (Talk through Stories). Multiple copies of texts are made available in provision for pupils to access.	Oral language interventions are about making the most of spoken language and verbal interaction for learning. Oral language interventions can therefore include approaches that emphasise speaking and/or listening in a whole class setting. They can also include targeted and small-group approaches. Oral language approaches might include: <ul style="list-style-type: none"> targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction. Oral language interventions EEF	1

<p>Carefully selected key vocabulary identified within each area of learning/curriculum allowing staff to model the use of specific language.</p> <p>Training for staff around high-quality interactions which promote speech, language and communication development/ oracy.</p>	<p>Early Years Evidence Store: Supporting Communication and Language in the Early Years EEF Communication and Language</p> <p>EEF research demonstrates that speaking and listening skills are critical foundations for reading and writing and are also essential skills for thinking and communicating. A focus on developing oral language skills is particularly important for pupils in the early years and KS1. Improving Literacy in Key Stage 1 EEF</p>	
<p>Subscription to Read Write Inc phonics scheme to secure stronger phonics teacher for all pupils.</p> <p>Read Write Inc resources required to deliver the scheme effectively.</p> <p>Small group teaching of phonics across KS1 matched to current need.</p> <p>Weekly allocated time for the phonics lead to coach staff on phonics lesson delivery.</p> <p>Phonics lead to engage with the English Hub and RWInc specialist to ensure consistent high quality phonics teaching across EYFS and KS1 inc. engaging in CPD and leading training with staff.</p> <p>Weekly 'practice time' for members of the early reading team focusing on lesson delivery, resourcing and assessment.</p> <p>Phonics leader carries out regular assessments (half termly) and regroups pupils accordingly to maximise progress.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF</p> <p>Reading comprehension strategies are high impact - on average +6 months. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>DfE's Reading Framework provides guidance for schools aimed at improving the teaching of reading from Reception to Key Stage 3, including for pupils who may need more support to learn to read proficiently. The reading framework - GOV.UK July 2021</p>	2
<p>Implementation of 'Squiggle while you wriggle' in Nursery to provide strong foundations for early writing.</p> <p>Implementation of a Read Write Inc Get Writing from Reception to Year 1 pupils in order to embed the basics of transcription and spelling.</p> <p>Use of Read Write Inc handwriting resources (Letter Village). Resources to support handwriting development inc literacy books with scaffolding lines, triangular pencils.</p> <p>Implementation of a structured writing scheme from Y1 – Y6</p> <p>Implementation of PVPG (Grammarsaurus) to support development a strong foundation for writing (focus on punctuation and grammar).</p>	<p>EEF research outlines that, in order to improve writing, pupils need explicit modelling of writing composition strategies. They also need extensive practice of transcription and sentence construction skills. EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf Literacy KS1 Guidance Report 2020.pdf</p> <p>The writing framework - GOV.UK July 2025</p>	3
<p>Implementation of a structured scheme for PSHE (Life skills) with a clear focus on the development of social, emotional and mental health skills.</p>	<p>There is extensive evidence associating childhood social, emotional and mental health skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary</p>	4

Trauma informed approaches will be embedded into daily practices and supported by professional development and training for staff.	Schools EEF	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: ≈£36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use YARC reading assessment tool to identify needs and target pupils and accurately pitch reading interventions and monitor progress over time. Training for staff to ensure assessments of administered and interpreted correctly.</p> <p>Use of WELCOMM assessments to identify pupils requiring 1:1 tuition. Training for staff to ensure assessments of administered and interpreted correctly.</p> <p>Using data systems to support effective analysis of end of term/year data in order to identify and establish small group and 1:1 tuition for pupils off track/ working below ARE (Insight, Insight Boost, SmartGrade).</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	1, 2
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons:</p> <ul style="list-style-type: none"> • Use CGP and CGP Stretch to ensure appropriate pitch and challenge in delivery of targeted support. • Before/after-school boosters sessions provided for pupils in Y2/Y6 in RWM. • 1:1 and small group phonics intervention delivered daily to identified pupils to ensure rapid and sustained progress. • WELCOMM • Specialist speech & language TAs trained to deliver intervention (1:1). • Reading Plus used to support KS2 pupils identified as off track/ below ARE. • Two trained ELSA 	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p> <p>Research identifies that positive outcomes for pupils through targeted intervention from TA support has most impact when time and resources are spent on quality CPD to improve support staff practice.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants</p>	2, 3

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

Budgeted cost: ≈£50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>Weekly, monthly and termly monitoring and tracking of attendance and PA of disadvantaged pupils is conducted by PSA.</p> <p>Monthly attendance monitoring meetings involving HT, PSA and Trust EWO.</p> <p>Appropriate actions are taken to follow up on attendance concerns, inc. letters, ISAPs, home visits, issuing of penalty notices etc.</p> <p>SLA with LA Education Welfare Service to work with the attendance lead in school to monitor and support families with persistent attendance issues.</p> <p>Use of Insight to support the monitoring and analysis of attendance.</p> <p>Incentives schemes and strategies to support improving attendance and reduction of PA.</p> <p>QFT and the development of a broad and balanced curriculum engages and inspires pupils to attend and learn every day.</p> <p>Accessible breakfast club run daily</p>	<p>There is a clear link between poor attendance and lower academic achievement DfE research (2015) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The_link_between_absence_and_attainment_at_KS2_and_KS4.pdf</p> <p>'The Link Between Absence and Attainment at Key Stage 2 and Key Stage 4' (DfE)</p> <p>Ofsted guidance: Securing good attendance and tackling persistent absence February 2022</p> <p>EEF Attendance interventions: Rapid Evidence Assessment March 2022 Attendance interventions rapid evidence assessment EEF</p> <p>Build a culture of community and belonging for pupils EEF</p>	5
<p>Training for staff to ensure early identification of pupils with SEMH difficulties in order to ensure relevant action is taken.</p> <p>Counselling/Compass Be/ELSA/Branching Minds support for identified pupils.</p> <p>Parent Support Advisor to:</p> <ul style="list-style-type: none"> - Support and identify EHA for families. - Support vulnerable pupils, particularly those who are seen as disadvantaged who need help with SEMH needs. - Attend/conduct TAF meetings. - Conduct parent support sessions and parenting workshops. <p>Training of pupil Well-Being Champions for peer-to-peer support</p> <p>Weekly SENDCo drop in session (1hr per week) to provide parents/carers to raise/share concerns</p> <p>Parent workshops are conducted by staff to share information around supporting children with SEMH challenges</p> <p>Meet and greet by school leaders/teachers at start/end of school day to build positive relationships with families.</p>	<p>Evidence to suggest that personalised support to remove barriers to learning through Learning Mentor support can have a positive impact on outcomes for disadvantaged pupils, parents and families. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	4

<p>Develop and implement a PD planner and school pledge.</p> <p>Subside the cost of trips, visits and clubs to ensure financial capital does not impact on pupils' opportunities to develop social and cultural experiences.</p>	<p>While the EEF doesn't list educational visits as a discrete, high-impact strategy in its Toolkit, there is EEF-funded evidence that structured enrichment activities, including visits to cultural or learning sites, can support attainment and non-cognitive outcomes for pupils, particularly those from disadvantaged backgrounds. Additionally, EEF guidance on Pupil Premium emphasises using a range of evidence-informed approaches tailored to the needs of disadvantaged pupils — including wider strategies to boost engagement, cultural capital, and attendance. In this context, funding educational visits can be justified where they are clearly linked to raising engagement, broadening pupils' experiences, or addressing identified barriers to learning.</p>	<p>4</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: ≈£133,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the previous two academic years, drawing on national assessment data and our own internal summative and formative assessments. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

Phonics

In both 2023/24 and 2024/25 pupil premium pupils at All Saints Academy have performed better than the average pupil premium pupils nationally and in line with pupil premium pupils locally.

	PP	Non- PP	National PP	Local PP	Gap between school PP and national
Y1 Phonics 2025	80%	100%	67%	79%	+13
Y1 Phonics 2024	78%	77%	68%	77%	+10

GLD

In 2023/24, our pupil premium pupils performed significantly better than pupil premium pupils nationally by 28% and locally by 22%. In 2024/25, attainment for pupil premium pupils dropped and was lower than national pupil premium by 6% and local pupil premium by 10%.

	PP	Non- PP	National PP	Local PP	Gap between school PP and national
EYFS GLD 2025	46%	71%	51%	56%	-5
EYFS GLD 2024	80%	53%	52%	58%	+28

Key Stage 2

In 2024/25, our Pupil premium pupils performed better than pupil premium pupils nationally in both reading and maths. Pupil premium pupils performed as well as the same group nationally in writing.

KS2 2025	PP	Non- PP	National PP	Local PP	Gap between school PP and national
KS2 Reading	EXS 75% GDS 42%	EXS 69% GDS 38%	EXS 63% GDS --	EXS 65% GDS 23%	+12
KS2 Writing	EXS 58% GDS 8%	EXS 69% GDS 6%	EXS 59% GDS --	EXS 62% GDS 6%	-1
KS2 Maths	EXS 67% GDS 8%	EXS 75% GDS 6%	EXS 61% GDS --	EXS 67% GDS 14%	+6
KS2 RWM	EXS 58% GDS 0%	EXS 56% GDS 0%	EXS 47% GDS --	EXS 53% GDS 4%	+11

In 2023/24, Pupil premium pupils at All Saints Academy did not perform as well as pupil premium pupils nationally in reading and writing. Pupil premium pupils preformed better than the same group at the expected standard in maths nationally.

KS2 2024	PP	Non- PP	National PP	Local PP	Gap between school PP and national
KS2 Reading	EXS 60% GDS 13%	EXS 82% GDS 18%	EXS 62% GDS --	EXS 62% GDS 17%	-2
KS2 Writing	EXS 47% GDS 0%	EXS 64% GDS 0%	EXS 58% GDS --	EXS 59% GDS 6%	-11
KS2 Maths	EXS 67% GDS 7%	EXS 82% GDS 18%	EXS 59% GDS --	EXS 63% GDS 13%	+8
KS2 RWM	EXS 33% GDS 0%	EXS 55% GDS 0%	EXS 46% GDS 3%	EXS 49% GDS 2%	-13

The data demonstrates that:

- In phonics pupil premium pupils at All Saints Academy have performed better than national two years in a row.
- Pupil premium pupils achieving GLD compared to national significantly dropped in 2025 and dropped 5% below national.
- Pupil premium pupils in KS2 performed better than pupil premium pupils nationally at the expected standard in both reading and maths. Although below national for writing, the gap reduced by 10%.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance and wellbeing.

Attendance (excluding non-compulsory)				
Source: Insight	Pupil premium	Non Pupil premium	National PP	Gap between school PP and national PP
2024-2025	90.8%	95.5%	89.4%	+1.4
2023-2024	90.2%	96.4%	88.9%	+1.3

Persistent absence (excluding non-compulsory)				
Source: Insight	Pupil premium	Non Pupil premium	National PP PA	Gap between school PP and national PP
2024-2025	23.7%	10.1%	33%	-9.3
2023-2024	32.6%	7.5%	34.8%	-2.2

- Attendance for pupil premium pupils has been above the national attendance for pupil premium pupils for the last two years
- The percentage of persistently absent pupil premium pupils has dropped from the end of 2024 to the end of the year 2025. The school has a lower persistent absence figure than the same group nationally.

The data demonstrates that the strategies being implemented in school to improve attendance are having a positive impact on the attendance of pupil premium pupils at All Saints Academy.

The number of pupils being supported with their social, emotional and mental health has increased from July 2024 to July 2025. This maybe due to the school now finding additional ways of accessing support for our young people.

Based on all the information above, the performance of our disadvantaged pupils predominantly met or exceeded expectations by July 2025, and we are at present *on track* to achieve the outcomes we have set out to achieve by July 2026, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the strategies identified in last years plan have been impactful. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year which should have an impact on the areas where less positive impact was seen e.g. EYFS GLD and writing outcomes.

Externally provided programmes

Programme	Provider
Read Write Inc (Phonics, Get Writing! & spelling)	Ruth Miskin
TTRS & Numbots	Maths Circle
Emotional Literacy Support & Advice	ELSA
Testbase	AQA

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A