

Pupil premium strategy statement – All Saints Anglican/Methodist Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	85
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	David Smith
Pupil premium lead	David Smith
Governor / Trustee lead	Rev. Liz Murray

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10605
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£10605

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective is to ensure that all pupils, regardless of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. As a small rural school, we recognize that our disadvantaged pupils may face specific barriers related to geographic isolation, limited access to cultural experiences, and smaller peer groups.

The key principles of our strategy involve:

Quality First Teaching: Ensuring all pupils receive high-quality instruction in every classroom.

Individualised Support: Leveraging our small school environment to provide highly tailored interventions.

Holistic Growth: Addressing both academic gaps and emotional wellbeing to ensure pupils are ready to learn.

Challenges

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

Challenge number	Detail of challenge
1	Oral Language Gaps: Lower levels of vocabulary and communication skills upon entry compared to peers.
2	Phonics & Reading: Gaps in phonics knowledge leading to slower progress in reading fluency in Key Stage 1.
3	Cultural Capital: Limited access to diverse cultural, musical, and sporting opportunities due to rural location.
4	Social & Emotional: Increased anxiety or lower resilience in some pupils, impacting their engagement with learning.

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 among disadvantaged pupils.	Assessment data (e.g., NELI) shows accelerated progress; pupils participate confidently in class discussions. Increase in CLL on leaving Early Years.
Improved reading attainment among disadvantaged pupils.	100% of PP pupils meet the expected standard in the Phonics Screening Check by the end of Year 2. End of KS2 outcomes for disadvantaged children are in line with their peers. Children make expected or better than expected progress from starting points.
Enhanced cultural capital and enrichment.	100% participation of PP pupils in extra-curricular clubs and school trips/residential. Disadvantaged children's vocabulary is widened, they have improved comprehension and impact can be seen in their extended writing.
Sustained high levels of wellbeing.	Qualitative data from student voice assessments show increased resilience.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £7905

Activity	Evidence that supports this approach	Challenge number(s) addressed

Small group Oral Language Interventions (NELI) for EYFS/KS1 pupils.	Oral language interventions consistently show positive impact on reading and writing (+6 months).	1
1:1 and small group tuition for pupils falling behind age-related expectations.	One-to-one tuition is an effective strategy for providing targeted support (+5 months).	2

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

Budgeted cost: £2700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidising educational visits and residential to ensure full access for PP pupils.	Outdoor adventure learning and enrichment can improve physical and social skills (+4 months).	3
Funded drumming lessons to ensure access to opportunity for PP pupils.	EEF Toolkit (Arts Participation +3 months). Studies demonstrate drumming improves impulse control, concentration, and resilience while reducing anxiety in disadvantaged cohorts.	3 & 4
Dedicated time for an ELSA (Emotional Literacy Support Assistant) to provide 1:1 wellbeing sessions.	Social and emotional learning can help pupils manage their emotions and improve attitudes to school.	4

Total budgeted cost: £10605

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the previous academic year, our internal assessments showed that disadvantaged pupils in Key Stage 1 made significant gains in their phonics knowledge, narrowing the gap with their non-disadvantaged peers. However, attendance for a small minority of PP pupils remained a challenge due to transport issues. We have identified that while academic interventions are working, we must continue to focus on 'cultural capital' to ensure our pupils are as prepared for secondary school as their urban counterparts.

Pre and post assessments from our ELSA show that children's emotional health and wellbeing is improving and children are more ready to learn. During the last academic year the impact of drumming lessons and trips was not captured – moving into 2025/26 student voice will be undertaken to capture this.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Nuffield Early Language Intervention (NELI)	Nuffield Foundation