All saints Infant School

Our Pupil Premium strategy statement

This statement details our school's use of Pupil Premium (and recovery Premium) for the 2025 to 2026 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	ASIS
Number of Pupils in school	60
Proportion (%) of Pupil Premium eligible Pupils	5 children
Academic year/years that our current Pupil Premium strategy plan covers	2023-2024 2024-2025 2025-2026
Date this statement was published	November 2025
Date on which it will be reviewed	Termly Final review November 2026
Statement authorised by	FGB
Pupil Premium lead	Susannah Daniel
Governor	Sarah Charlton

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£7,400
Recovery Premium funding allocation this academic year	£0
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£7,400

Part A: Pupil Premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding, we have considered

- The context of our school
- The needs of our Pupils
- The challenges/barriers

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in our school to make, or exceed, nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning.

Key Principles:

- Ensure that teaching and learning opportunities meet the needs of all pupils
- Ensure that appropriate provision is made for pupils with multiple vulnerabilities
- To provide targeted interventions through discrete year group teaching, small group or 1:1 support
- Support payment for activities, educational visit, to ensure that children have first-hand experiences to draw upon in their learning.
- Support from external agencies

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged Pupils – there are currently 5 in the academic year 2025/26.

Challenge number	Detail of challenge
1	The attendance of some of our Pupil Premium children is under 90%
2	Some of our Pupil Premium children are not making as rapid progress in their reading, writing, maths and socially and emotionally.

3	Some of our families have difficulty paying for full uniform, educational visits and other educational activities

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. For attendance of all our PP children to be no lower than the attendance for non-PP children. For attendance to be 'good' compared to national attendance and to achieve school target of 97%	• School will call promptly any families who have an absent child without reason • We will continue to use fixed penalty notice fines for non-attendance • Low attendance will be followed up with contact from the SAO • PP children's attendance is high because they are happy coming to school
2. Pupil Premium children will make good or better progress in reading, writing, maths and socially and emotionally	• All children will be taught in small class sizes of 20 for en and ma with two adults supporting at all times • PP children will develop a love of reading through story time, guided reading and access to quality texts • They will be regularly heard to read by an adult at home (the school will support with training for this) and an adult in school • PP children will develop a love of writing through our quality curriculum which offers a range of writing genres and experiences • They will be supported regularly in their writing lessons by either the CT or TA • PP children will develop a love of maths through our quality maths curriculum • They will be regularly supported in their maths lessons by either the CT or TA • PP children will meet GLD at the end of the foundation stage • PP children will access their learning because they are socially and emotionally confident and their surveys show that they are safe and happy in school

3. For Pupil Premium children to enjoy the wide range of enrichment activities we have on offer	• Priority funded places at all after school clubs offered to all PP children currently in receipt of benefits i.e. not ever 6 • All trips paid for PP children currently in receipt of benefits i.e. not ever 6 • Holiday club places offered to PP children • Pre-loved uniform sales

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
• To ensure staff continue to have fidelity to our phonics scheme • Phonics training for staff • Staff to observe each other teach phonics	• A consistent approach to the teaching of phonics and writing is embedded throughout the school • Schools with a consistent approach often achieve good results	2

• To ensure staff have the appropriate training to introduce EM into the school • Training from GW • Staff to team teach with GW • Staff to observe each other teach maths	• A consistent approach to the teaching of maths is embedded throughout the school • Schools with a consistent approach often achieve good results	2
• Staff to work alongside our mental health practitioner during the six weeks in class programme to ensure they are able to carry on with the strategies throughout the year	• Children who are safe and happy and emotionally and socially secure are better placed to learn all day every day and therefore make progress towards their targets	1 & 2

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Reading & phonics interventions will take place; these will be recorded and monitored for effectiveness	• Higher attainment in reading indicates better life chances • Reading a wide variety of genres will support vocabulary acquisition	2

• Targeted interventions to address individual needs of PP children, particularly those with multiple vulnerabilities	• The most experienced teachers should work with of the most vulnerable children so that they are getting quality personalised support	2
• Purchase of web-based resources to support learning at school and home: Purple Mash	• Benefits of technological approaches in reading, writing and maths • Benefits of parental engagement • Targeted academic support	2

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
• HT works directly with PP families to support and ensure they are included in all clubs and activities	• Reduction in number of Children in Need due to early help in school • Use texts, postcards and other means to inform parents of their child’s success •	2 & 3
• Exciting visits will be planned to enhance the Curriculum e.g. theatre and dance companies in school, day trips out, pledge	• Children who are exposed to these have an enhanced knowledge and understanding of the world	1 & 2 & 3

• The library will continue to be developed and resourced to make it an exciting and enticing place to read	• Children who enjoy reading are motivated to read more frequently and make better progress	2
• We will continue to assist families with food parcels – if the need is there	Children who are hungry are not in the right place to learn	2
• We will use our mental health practitioner to work with PP children	• Children who are safe and happy and emotionally and socially secure are better placed to learn all day every day and therefore make progress towards their targets	2

Total budgeted cost: £7400

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 2024 to 2025 academic year.

We had six children who were pupil premium in the academic year 2024 – 25. Their combined attendance was 94.6% – compared to our overall figure of 96.4%. This was due to four of these children taking unauthorised holidays during term time. Of the three EYFS children – two met GLD. The one who didn't join us in April 2025 and then took an unauthorised holiday during learning time. All three Year 2 children met expectations at the end of Key Stage 1 with one obtaining GDS in reading. Three of these children are still with us and we are continuing to support their needs to ensure that they either continue to at least meet ARE.