



# Featherstone All Saints C of E Academy

## Pupil Premium Strategy

**2024 – 2025**

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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	Featherstone All Saints C of E Academy
NUMBER OF PUPILS IN SCHOOL	196 (218 including nursery)
PROPORTION OF PUPIL PREMIUM ELIBILBLE PUPILS	33 (17%)
PUPIL PREMIUM ALLOCATION THIS ACADEMIC YEAR	£71,220
ACADEMIC YEAR/YEARS THAT OUR CURRENT PUPIL PREMIUM STRATEGY PLAN COVERS (3 YEAR PLANS ARE RECOMMENDED)	Autumn 2024 – Autumn 2027
DATE THIS STATEMENT WAS PUBLISHED	6th December 2024
DATE ON WHICH IT WILL BE REVIEWED	September 2025
STATEMENT AUTHORISED BY	Philip Burton
PUPIL PREMIUM LEAD	Katherine Meek
GOVERNOR / TRUSTEE LEAD	Linsey Boyle

FUNDING OVERVIEW	
DETAIL	AMOUNT
PUPIL PREMIUM FUNDING ALLOCATION THIS ACADEMIC YEAR	£71,220
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 <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>	£71,220

### PART A: PUPIL PREMIUM STRATEGY PLAN

#### STATEMENT OF INTENT

At Featherstone All Saints C of E Academy, we set high expectations for all pupils and believe that with high-quality teaching, targeted small group and one-to-one support, social and emotional development, effective parental engagement, and a personalised approach to meeting children's needs, every child can reach their full academic, social, and emotional potential.

Pupil Premium funding is allocated effectively each year to make a meaningful impact across the school. This supports pupils in achieving at least the same academic outcomes as their non-disadvantaged peers with similar starting points and ensures equal access to the extended curriculum and enrichment opportunities, reducing educational inequity. Our strategy emphasises high-quality teaching in all subjects, with a particular focus on reading, writing, maths, and phonics.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our intention is that all pupils, regardless of their background or the challenges they may face, make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium strategy is to support disadvantaged pupils in reaching this goal, including those who are already high attainers and those with special educational needs.

We aim to embed the importance of cultural and arts opportunities in supporting the broader learning of disadvantaged pupils. This enhances cultural capital and removes barriers to accessing and understanding the wider curriculum. Our personalised curriculum, led by strong subject leaders, provides pupils in receipt of Pupil Premium with opportunities to build confidence, independence, and the skills needed to thrive as successful learners, positively contributing to society in the future.

Leaders also use the funding to create opportunities for pupils to develop essential skills such as resilience, perseverance, and self-esteem through high-quality, targeted care for children and families. We work closely with external agencies, including Teams Around School, the Children's First Hub, and CAHMS, Educational Psychologists, to support pupils' social and emotional well-being, while also developing their metacognitive and self-regulation skills.

At Featherstone All Saints C of E Academy, our strategies are evidence-based, drawing on recommendations from the Education Endowment Foundation and the DfE to ensure the best outcomes for our pupils.

#### CHALLENGES

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

Challenge Number	Detail of Challenge
1	Assessments and observations show that disadvantaged pupils often start with lower levels of communication and language skills compared to their peers. This includes speech difficulties and limited exposure to rich vocabulary, sentence structures, and diverse reading opportunities—factors crucial for developing strong early writing skills.
2	Some disadvantaged SEND pupils are not consistently making good or better progress from their starting points, highlighting a need for more targeted support and interventions to address their specific learning barriers
3	Our disadvantaged pupils often lack role models to show how academic success can lead to future opportunities, which can reduce their motivation. Many also have limited experiences beyond their home and community, lowering their expectations and contributing to a cultural capital gap.
4	Parental engagement has increased for our disadvantaged pupils, however, is still below non-disadvantaged. This is evidenced through parents who attend parents' evenings, parental engagement on class dojo and parents who attend support sessions led by EWO, FIM, CFH, EP etc.
5	Although persistent absenteeism (PA) rates for children are above the national average, the percentage of disadvantaged pupils falling between 90% and 95% attendance remains a concern. This indicates that disadvantaged pupils are at risk of missing valuable learning opportunities, which can negatively impact their educational progress and overall development
6	Increased rise in social emotional mental health issues among pupils, identifying the need to enhance their self-regulation and metacognition skills. Many pupils are struggling with trauma, anxiety and emotional dysregulation, which negatively impacts their behaviour, academic performance and well-being

### 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 Outcomes	Success Criteria
Improved writing attainment among disadvantaged pupils.	Assessments and observations indicate significantly improved early writing skills ensuring the foundations of writing are embedded at an early age. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. % of disadvantaged pupils achieving age expected increases from previous year.
Increase the percentage of pupils achieving the higher standard in reading, writing, and maths.	Assessments show that the % of disadvantaged pupils achieving the higher standard in reading, writing, and maths increase when compared to their starting points
Increase the attainment of disadvantaged SEND pupils to make good or better progress from starting points.	Disadvantaged SEND pupils will make at least expected progress or better from their starting points, with 75% meeting personalised termly progress targets in core subjects.  Targeted interventions and support will result in a measurable reduction of the attainment gap, with improvements evident in both formative and summative assessments.
Address disparities in cultural capital to develop high aspirations among disadvantaged pupils for themselves and their peers.	Pupil voice evidences that disadvantaged pupils set higher personal goals, engage in enrichment activities, and improve their communication skills, demonstrating increased aspirations. Academic progress narrows the gap with peers, supported by exposure to role models and greater parental and community involvement.

Ensure that an increased number of disadvantaged pupils meet at least 95% attendance and continue to reduce rates of persistent absence.	% of pupils achieving over 95% to be at least in line with non-disadvantaged pupils.
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**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.

<b>TEACHING</b> (for example, CPD, recruitment and retention)		
<b>Budgeted cost:</b>	<b>£35,610</b>	
Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage in the English Hub Graduated Programme – share good practice to develop early language to support improvements in early writing.  Subject leaders to review planning to support opportunities for high quality classroom discussions.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading EEF: Oral Language +6 months  Evidence shows that combining reading and writing instruction, particularly through high quality text, improves outcomes EEF, combining reading and writing outcomes EEF, improving literacy at key stage 2, 7 stages	1, 2, 3
Research strategies used to support the development of Early Writing in the early years foundation stage and beyond  Observe strategies/packages in action within school settings to support decision around the most appropriate strategy to improve provision for Early Writing  Implement a programme to support the development of Early Writing in the Early Years and throughout the academy (Kinetic Letters)  Adapt curriculum maps/Long Term Plans to reduce cognitive load in writing where necessary and lead to further development of Early Writing	Structured writing support in early education to accelerate skill development and close attainment gaps  EEF: Early Writing +4 months	1, 2, 3,

<p>Continue to embed the Little Wandle Synthetic phonics through high quality CPD and regular coaching.</p> <p>Weekly CPD sessions for all EYFS + KS1 staff to support the teaching of phonics.</p> <p>Develop the Bridge to Spelling in Year 2.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>EEF: phonics +5 months</p>	<p>1, 2, 3</p>
<p>Quality assures the provision in reading, writing and maths across school to ensure high quality provision is in place to support all pupils</p> <p>Deliver Staff Meetings on the importance of Reasoning and Problem Solving in maths and how these should be incorporated into all lessons, with higher ability pupils accessing these in all lessons.</p> <p>Delivery staff meetings on supporting pupils to reach the higher standard in reading and writing.</p> <p>English and Maths subject leads to support teachers through coaching sessions to meet the needs of higher achievers.</p> <p>Monitor the implementation of changes to the provision for the teaching of reading, writing and maths.</p> <p>Share clear expectation that a proportion of each cohort in school should be targeted to be working at the Greater Depth Standard, throughout school</p> <p>Analyse data following data entry points to ensure targets are being met or exceeded – use this to guide further monitoring</p>	<p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic</p> <p>EEF: mastery +5 months</p> <p>CPD that deepens teachers' understanding of their subject areas and effective teaching strategies can lead to improved pupil learning .</p> <p>EEF: CPD + 5 months</p> <p>Teacher coaching can have a positive impact on pupil outcome</p> <p>EEF: coaching + 2 months</p>	<p>1, 2, 3</p>
<p>Monitoring and class visits identify that the I do, we do, you do approach is consistently applied.</p> <p>Staff CPD and coaching through subject leaders to identify where support is needed.</p> <p>Teachers ensure there is a clear focus for the lesson enabling the I do, we do, you do approach to be effective and to reduce cognitive load for the children.</p>	<p>Strategies should be described and modelled before pupils practise them with feedback. Support should then be gradually reduced as pupils take increasing responsibility</p> <p>EEF: Feedback +6months</p>	<p>1, 2, 3</p>

<p>SENCO to lead CPD sessions to equip teaching staff with the necessary tools and strategies to effectively identify and address learning gaps for all pupils particularly those with SEN needs.</p> <p>Create a supportive and adaptive teaching environment, we aim to create tailored interventions that facilitate progress</p>	<p>Improving high-quality teaching for all students significantly benefits those with Special Educational Needs and Disabilities (SEND). Research shows that strategies such as explicit instruction, scaffolding, and cognitive/metacognitive techniques not only boost attainment for pupils with SEND but also enhance learning outcomes for their peers.</p> <p>EEF: + 2-4 months</p>	<p>1, 2, 3</p>
<p>Inset day planned to develop teachers understand of self-regulation and metacognition.</p> <p>Plan opportunities for pupils to developing their metacognition and self-regulation skills within lessons.</p> <p>Subject leaders will review long-term plans to streamline content, reducing cognitive overload and supporting pupils' ability to retain and independently apply prior knowledge. This will enhance metacognitive strategies, enabling pupils to better organise, retrieve, and build upon their learning over time.</p>	<p>Strong evidence shows explicit teaching of metacognitive and self-regulatory strategies could encourage disadvantaged pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>EEF: metacognition and self-regulation + 7 months</p>	<p>1, 2</p>
<p>Launch 'Big Me' day as an opportunity to consider a range of careers for pupils as they grow up</p> <p>Plan opportunities for visitors into school who are able to support pupils wider exposure to a range of careers which link to curriculum learning – science, history, geography, mathematics, etc.</p> <p>Deliver CPD for staff around implementing tweaks to lessons to ensure careers are always a focus</p> <p>Plot all careers opportunities on to the whole school personal development map</p>	<p>EEF recognises that aspiration interventions aim to enhance the ambitions and future goals of students, particularly those from disadvantaged backgrounds</p> <p>The Education and Employers organisation highlights that when children have the opportunity to interact with employers and learn about various professions from an early age, it enhances their understanding of the relevance of school subjects to their future careers. Such interactions can help challenge stereotypes, foster aspirations, and encourage positive attitudes towards education.</p>	<p>3</p>

<p><b>TARGETED ACADEMIC SUPPORT</b></p>		
<p>(for example, tutoring, one-to-one support structured interventions)</p>		
<p><b>Budgeted cost:</b></p>	<p><b>£17,805</b></p>	
<p><b>Activity</b></p>	<p><b>Evidence that supports this approach</b></p>	<p><b>Challenge number(s) addressed</b></p>
<p>Additional support for children requiring intervention (1:1 and smallgroup support) led by skilled TAs. Including daily targeted intervention</p>	<p>Moderate impact Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low</p>	<p>1, 2, 3</p>

<p>Teachers to monitor teaching assistant interventions to ensure they are well delivered – provision map</p> <p>Appointed a support assistant to support SEND children – eg. barrier games, SALT interventions</p> <p>SENCO to monitor targeted support progress, observe the teaching of targeted support</p>	<p>attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.</p> <p>EEF: Teaching assistants +4months</p> <p>Oral language approaches have a high impact on pupil outcomes. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: EEF: Oral language +6 months</p> <p>Targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one EEF: Oral language +6 months</p>	
<p>Targeted Feedback session planned to support pupils in writing.</p>	<p>Strong evidence shows that done well, feedback supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. EEF: Feedback +6 months</p>	<p>1, 2</p>
<p>Identify pupils in Year 2 and KS2 needing Little Wandle ‘Rapid Catch up’. Complete the ‘Rapid Catch up Programme’</p> <p>Daily keeps up sessions for all pupils in EYFS and KS1 identified through half termly Little Wandle assessments</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>EEF: For disadvantaged pupils, in particular, targeted phonics instruction can close literacy gaps, supporting their ability to express ideas through writing.</p>	<p>1, 2</p>

**WIDER STRATEGIES**

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

<p><b>Budgeted cost: £17,805</b></p>		
<p><b>Activity</b></p>	<p><b>Evidence that supports this approach</b></p>	<p><b>Challenge number(s) addressed</b></p>
<p>Further embed the new behaviour policy.</p> <p>Use technology effectively to track incidents of poor behaviour</p>	<p>EEF: "Improving Behaviour in Schools" report in June 2019. This report highlights the importance of a clear, consistent behaviour policy in promoting a positive learning environment, which has been shown to significantly impact student learning outcomes.</p>	<p>1, 2, 3, 4, 5, 6</p>

<p>Continue to monitor the impact of praise and sanctions on overall behaviour.</p> <p>Deliver staff training on behaviour policy and de-escalation strategies</p> <p>Introduce emotion check-in for all pupils at different points throughout the day</p> <p>Adapt the behaviour policy to ensure it meets the needs of all pupils Implement social skills intervention groups based on the needs of the year</p> <p>Deliver regular messages on bullying, discrimination and protected characteristics</p>	<p>EEF: Effective behaviour + 4 months</p>	
<p>Inclusion officer and Strategic lead to monitor attendance on a daily basis. Rigidly apply the school attendance policy.</p> <p>Embed principles of good practice set out in the updated 2024 DfE’s guidance on working together to improve school attendance.</p> <p>Work with the student council to plan new initiatives to improve attendance for al pupils.</p>	<p>Improving attendance in schools can lead to significant educational benefits</p> <p>EEF: Improving attendance + 3 months</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1, 2, 3, 4, 5,6</p>
<p>Continue to develop effective approaches to support parental engagement – inclusion officer to plan a calendar of support events to invite parents to eg. Anxiety, SEN drops in</p> <p>Develop opportunities for all parents to be involve in school activities to support their pupils learning eg. Whiterose maths, reading mornings, learning together sessions - target specific parents</p>	<p>Strong evidence shows by designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading</p> <p>Eef: Parental engagement +4 months</p>	<p>4</p>
<p>Access training for all staff to become a Trauma informed school, ensuring provision focuses on a relational approach to working with children.</p>	<p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>EEF: SEL +4 months</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,</p>	<p>1, 2, 4, 5, 6</p>

	attitudes, behaviour and relationships with peers) EEF: SEL +4months	
Employ the services of the Wakefield Wider Opportunities team in order to provide a progressive and enriched musical experience.  Fund 100% cost of peripatetic lessons for PP pupils.  Provide a range of activities including forest school. Lunchtime/after school clubs	Moderate evidence that there is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. EEF: Arts +4 months  Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	1, 2, 3, 4, 5,6
Emergency funding to support families in need.	We have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. For example school uniform, food vouchers, breakfast club, trips	1, 2, 3, 4, 5, 6

<b>TOTAL BUDGETED COST:</b>	<b>£ 71220</b>
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**PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR**

<b>PUPIL PREMIUM STRATEGY OUTCOMES</b>
This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.
<p>At Featherstone All Saints CofE Academy, we have reviewed the performance of our disadvantaged pupils over the past academic year, using national assessment data alongside our own internal assessments, both summative and formative. This analysis highlighted key trends and areas of need, which will be detailed alongside our performance measure data. To better understand how our disadvantaged pupils are performing, we compared their results not only to those of disadvantaged and non-disadvantaged pupils at both national and local levels but also to the outcomes of our own non-disadvantaged pupils. We recognise that the performance data reflects the continued impact of earlier Covid-19 disruptions, which have affected pupils and schools differently</p> <p>We have analysed the performance of our school’s disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics screening results and our own internal assessments.</p> <p>Writing Data from Year 1 to 6</p> <p>Data indicates that while the attainment gap for disadvantaged pupils reaching the expected level in writing is narrowing, the number achieving the higher standard remains consistent with the national average for this group. Internal data highlights this as an area for further development, particularly when comparing outcomes to those of their non-disadvantaged peers</p>

Writing KS2 2024	School		National	
	Exp +	Higher Standard	Exp +	Higher Standard
Disadvantaged	60%	10%	58%	5%
Non-Disadvantaged	89%	16%	78%	10%
Diff	29%	6%	20%	5%

Writing - Progress of disadvantaged pupils from Year 4 – Year 6 (ARE)	
Year 4	29%
Year 5	33%
Year 6	60%

Internal data reveals that several pupils are just below the age-related standard in writing, with a number of SEND pupils performing below age expectations—particularly in Year 3, where all disadvantaged pupils also have SEND needs. For the 2024/25 academic year, we will focus on identifying specific barriers to achieving the expected standard and will implement targeted CPD to support all pupils. This approach aims to ensure that every child, regardless of disadvantage or SEND status, can make strong progress in writing.

**EYFS GLD**



In the EYFS setting, pupils are introduced to a wide range of vocabulary through a structured, hierarchical approach, which is evident across all areas of provision and carefully planned for adult-led interactions. This vocabulary is actively used by both pupils and staff to enrich learning throughout the EYFS environment. Language and communication skills remain a priority area for development. In 2024/25, we aim to deepen current practices while introducing more targeted language support, particularly through the BLAST intervention, to address specific needs of SEN pupils and enhance overall language development.

**Phonics**

Year 1 Phonics Screening Check

Non-SEN



SEN



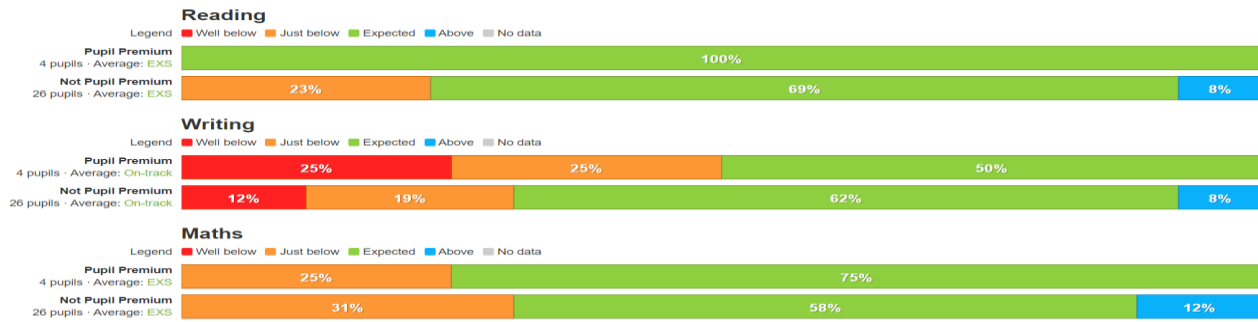
By maintaining high-quality training for all staff and implementing the Little Wandile synthetic phonics programme, we have successfully supported strong progress in phonics. As a result, 100% of non-SEND disadvantaged pupils met the expected standard in the phonics screening. Additionally, 50% of disadvantaged SEND pupils (one pupil) achieved a perfect score of 40/40. Daily “keep-up” sessions targeted specific pupils to ensure they stayed on track, with any identified gaps addressed promptly. Weekly coaching from the Early Reading Lead has ensured consistency in approaches across EYFS and Key Stage 1, and half-term assessments have ensured intervention for any pupils at risk of falling behind. With the appointment of new staff in September 2024 this approach of high-quality training and coaching will continue.

Year 2 Phonics Screening Check (pupils passing in either Year 1 or Year 2)

4 pupils PP ( 2 SEN)	PP	Non-PP	NA
	Expected	Expected	Expected
Phonics Screening	100%	100%	92% (2024)

In 2023/24 100% of disadvantaged pupils achieved the expected level in the phonics screening check by the end of Key Stage 1. The impact of consistent phonics teaching and daily targeted support lead to positive results.

KS1 SATS Tests + teacher assessment 2024



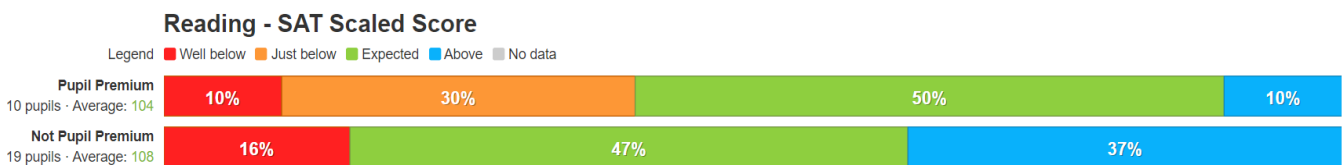
4 pupils PP	PP		Non-PP		NA (all pupils)	
	Exp +	Ex	Exp +	Ex	Exp +	Ex
Reading	100%	0%	77%	8%	71%	19%
Maths	75%	0%	70%	12%	71%	16%

In Year 2, pupils performed above the national average in both reading and maths against all pupils nationally.

To address these challenges, we will focus on enhancing high-quality teaching, implementing targeted support, identifying focus areas and ensuring rigorous moderation throughout Key Stage 1 in the 2024/25 academic year.

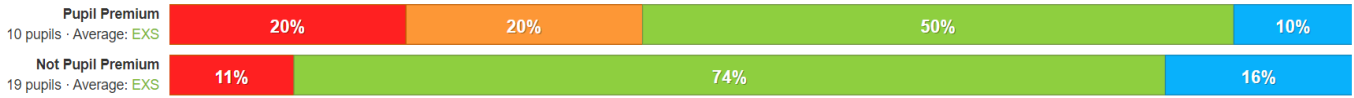
The implementation of the Little Wandle reading groups lead by both teaching staff and teaching assistants alongside the whole class teaching of reading fluency has supported the children to develop their decoding, vocabulary and comprehension skills. In 2024/25 the focus will be to adapt our approach to further develop fluency through targeting decoding intervention using the Rapid Catchup and improving spelling through the Little Wandle Bridge for Spelling programme.

Key Stage 2



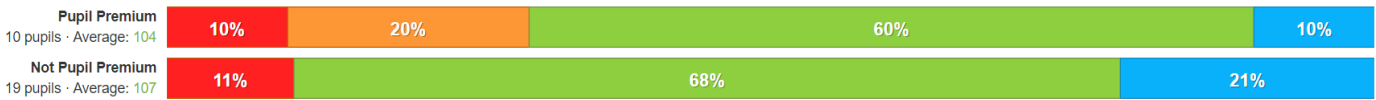
**Writing - SAT TA**

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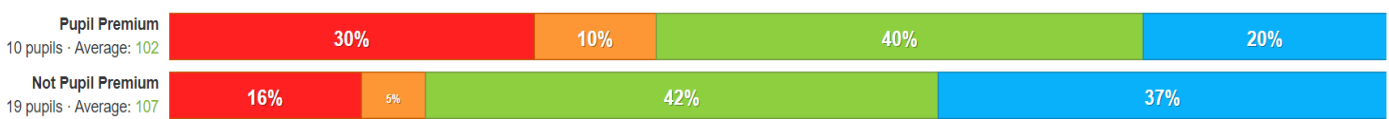
**Maths - SAT Scaled Score**

Legend Well below Just below Expected Above No data



**GPS - SAT Scaled Score**

Legend Well below Just below Expected Above No data



Year 6 10 PP (4 SEN, 8 FSM)	PP		Non-PP		National			
	Exp +	Ex	Exp +	Ex	All pupils		Disadvantaged	
	Exp +	Ex	Exp +	Ex	Exp +	Ex	Exp +	Ex
Reading	60%	10%	84%	37%	74%	28%	62%	7%
Writing	60%	10%	89%	16%	72%	13%	58%	5%
Maths	70%	10%	89%	21%	73%	24%		
GPS	60%	20%	79%	37%	72%	32%		

The 2024 Year 6 cohort demonstrated progress across all subjects from their initial starting point. Although they were below the national average compared to all pupils, they achieved results on par with other disadvantaged pupils in reading and exceeded expectations in writing. The percentage of pupils meeting the higher standard was also above average in both reading and writing.

An improved positive attitude toward learning significantly contributed to their success, especially considering that 6 out of 10 pupils faced behaviour-related challenges throughout the year and in previous years. The implementation of a new behaviour policy, along with SEMH support, played a crucial role in supporting this progress. While one pupil with significant SEMH needs experienced challenges, including suspensions and a partial timetable, their emotional needs were successfully, demonstrating our commitment to holistic support.

Through comprehensive analysis of the progress of disadvantaged pupils, we have identified that those with Special Educational Needs and Disabilities (SEND) have not consistently met age-related expectations. While this can sometimes be expected due to the complexities of their needs, at All Saints, we are committed to ensuring that all pupils have the opportunity to align their progress with that of their peers.

In the 2024/25 academic year, our focus will be on equipping teaching staff with the necessary tools and strategies to effectively identify and address learning gaps for all pupils. By creating a supportive and adaptive teaching environment, we aim to create tailored interventions that facilitate progress and help every pupil reach their full potential.

The teaching of maths continues to improve using White Rose Maths to provide a consistent approach across school. In 2024/25 the maths leader will further embed the use of manipulatives particularly in KS2.

**Attendance**

	<b>All Saints Disadvantaged</b>	<b>National Disadvantaged</b>
<b>Attendance</b>	<b>92.6%</b>	<b>91.9%</b>
<b>Persistent Absence</b>	<b>18.4%</b>	<b>28.1%</b>

Careful analysis has identified that a significant number of disadvantaged pupils are between 90 - 95% attendance which will have a significant impact on their academic achievements. In 2024/25 we will continue to rigorously monitor attendance to increase the % of disadvantaged pupils achieving more than 95% attendance.

During the 2023/24 academic year, we observed an increased demand for financial support due to ongoing economic challenges. We identified several families in need of assistance with expenses such as uniforms, school residential trips, and basic food supplies, particularly during the winter months. Anticipating that this demand will grow in the coming year, we have allocated additional funding for 2024/25 to address these needs. Furthermore, we will seek partnerships with external agencies, such as the local uniform exchange and food banks, to provide comprehensive support for our families.

**EXTERNALLY PROVIDED PROGRAMMES**

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

<b>Programme</b>	<b>Provider</b>
TT Rockstars	Maths Circle
Literacy Shed	Literacy Shed
Little Wandle Synthetic Phonics Scheme	Wandle Partnership
Kapow	Kapow
Grammarsaurus	Grammarsaurus
Rising Stars	Hachette UK
Whiterose Maths	Whiterose Maths

**SERVICE PUPIL PREMIUM FUNDING (OPTIONAL)**

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

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

**FURTHER INFORMATION (OPTIONAL)**

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

