Pupil premium strategy statement – Stibbard All Saints Primary Academy

School overview

Detail	Data
Number of pupils in school	165
Proportion (%) of pupil premium eligible pupils	21%
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 -2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Carol Jeary Interim Executive Headteacher
Pupil premium lead	Alie Otty
Governor / Trustee lead	John Robson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,025
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£53,025

Part A: Pupil premium strategy plan

Statement of intent

Our vision is to inspire everyone to flourish, grow and learn in a safe and spiritually rich environment.

Our ethos is to Believe, Achieve, Belong

- Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.
- The knowledge-rich curriculum at Flourish Federation supports our vision and is supported by quality-first teaching and strong subject leadership.
- Our strategy incorporates a strong approach to behaviour for learning and encourages independence.
- SEND provision is strong for all children with early identification of needs and delivery of targeted interventions.
- We meet the needs of our children by ensuring that there is a high level of purposeful engagement with our families in order to support children's high attendance, self regulation and an aspirational approach to learning.
- Holistic care for all staff and children including trained ELSA/ DESTY staff and a clear focus on wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	Progress for pupils who are eligible for Pupil premium is lower than for non Pupil Premium children. This has resulted in significant knowledge gaps leading to pupils falling further behind age related expectations.
2	On entry to Reception our disadvantaged pupils generally arrive with below age related expectations compared to other pupils. The gap remains steady to the end of KS2

3	We have a high level of SEMH needs which particularly affect disadvantaged pupils including their attainment and overall resilience.
4	Assessments, observations, and discussions with pupils indicate 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.

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
Increase the rate of progress in early reading for disadvantaged children across Early Years and Key Stage One.	Analysis of achievement data indicates that progress of disadvantaged children is at least in line with their peers in phonics
Increase the rate of progress in Maths and English for disadvantaged children across the school.	Analysis of achievement data indicates that progress of disadvantaged children is at least in line with their peers in Maths and English.
Provide high quality and sustainable early intervention for children in early years, Key Stage 1 or Key Stage 2 with speech or language difficulties to allow all children to make good progress socially and academically	All children with identified speech or language issues are given good quality support so that achievement data and 'soft indicators' show that progress is good.
Provide support for children with their emotional wellbeing to allow them to enjoy school life and be successful and aspirational.	Pupil voice interviews and other 'soft indicators' show that they are happy and aspirational. Attendance data is at least in line with the national average for disadvantaged children.
For all pupils to have access to the experience of visitors and visits planned within our knowledge rich curriculum and extracurricular activities.	Disadvantaged pupils will attend trips and extracurricular activities at the same level as non disadvantaged peers. Financial support from school for those who need it will enable these activities to happen.

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: £ *27,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Teaching and	Learning High quality teaching and learning is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality. Pupil progress meetings will continue to form the 'back bone' of our school assessment for learning. Some of the PP funding will be used to ensure that each class has access to a general teaching assistant who will work alongside the class teacher supporting pupils and 'pushing' them to achieve their full potential. The general TA support will also enable the teacher to focus his/her attention fully on providing quality first teaching and developmental feedback.	1, 2 & 4
PiXL to help identify learning gaps by using summative questions formatively. Enables reliable benchmarking using ready-made assessments.	Education Endowment Foundation (EEF) Teaching Assistant Interventions. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures	1 & 2

Interventions to help identify learning gaps, taken from summative assessments, classroom lessons	Education Endowment Foundation (EEF) Teaching Assistant Interventions. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. Timetables interventions to be carried out and assessments carried out over time.	1 & 2

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

Budgeted cost: £ *24,525*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group support Reading and maths additional intervention and support across the school. Investment in TA provision enables targeted support, pre teaching and specific interventions to take place e.g. WellComm, PiXL interventions, sensory circuits, precision teaching	EEF Small group tuition (+4 months progress, on average, over the course of a year) EEF Teaching Assistant interventions (+4 months progress on average, over the course of a year) EEF Oral Language Intervention (+6 months progress, on average, over the course of a year)	1, 2 & 3
ELSA sessions to support emotional development including release time for training and supervision	EEF Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. It has been noted that this has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings. There are also the benefits from being able to effectively manage emotions and develop resilience	3 & 4

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

Budgeted cost: £ *1500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Visits / visitors / extra curricular clubs	The research on the benefits of school, visitors, trips and residentials for educational progress is not very wide ranging and therefore not conclusive. There are articles which look at the softer impact of these which includes: preparing for later life, improving behaviour, putting class based learning into context, fostering deeper relationships between peers and teachers and students and improving well being, confidence and resilience	3 & 4

Total budgeted cost: £53,025

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Internal assessments and data showed that PP pupils made progress in reading, writing and maths across the school although the attainment remains below non-pupil premium pupils therefore the target to close the gap between PP and non-PP pupils remains.

The strategies outlined above for the academic year 2025-26 are aimed to continue to improve academic outcomes for PP pupils.

We used pupil premium funding to continue to provide wellbeing support for all pupils and targeted interventions where required. We are building on that approach with the activities detailed in the plan above for 2025- 26.

The social emotional wellbeing of the children has been a significant area of focus. We used pupil premium funding to continue to provide wellbeing support for all pupils and targeted interventions where required. We are building on that approach with the activities detailed in the plan above for 2025-26.

Phonics

Year 1 phonics (5 pupils) - 20%

Year 2 – 0 pupils

KS2 Disadvantaged (8 pupils).

EXS+ Reading 62.5%,

Writing 50%,

Maths 37.5%

and RWM combined 25%.

EYFS

● Attainment of a GLD was 76%

Attendance – 94%