

# Pupil premium strategy statement – All Souls’ Church of England 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	253
Proportion (%) of pupil premium eligible pupils	37.15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Summer 2026
Statement authorised by	Headteacher
Pupil premium lead	Lisa Ransley
Governor / Trustee lead	Barry Coultrip

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,895
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£140,895

# Part A: Pupil premium strategy plan

## Statement of intent

At All Souls' Primary school, it is our intention that all pupils make good progress and have high attainment irrespective of the background and challenges that they may face. We want the strategy to support pupils through a variety of means to ensure good progress and achieve high attainment whatever their starting point.

Through the strategy, we will consider the needs of each of our vulnerable pupils, supporting not only their academic, but also their emotional and physical needs.

There are a number of potential barriers to learning that need to be considered for pupils in receipt of pupil premium funding. This may include complex family situations, learning difficulties, social and emotional difficulties, attendance and punctuality issues and/or financial difficulties. Each child will be different and so our response to their needs must be considered.

We consider each of our children separately at All Souls' and plan support for these children accordingly. We also continue to develop our staff in order to effectively implement strategies

### **Our ultimate objectives are to:**

- Remove barriers to learning
  - Narrow attainment gaps
- Ensure all pupils are able to read fluently
- Ensure all pupils can communicate effectively
- Enable pupils to look after their own emotional well-being and build resilience
  - To develop pupils cultural capital
- Reduce absence and improve regular, punctual attendance so disadvantaged pupils access high-quality teaching and enrichment consistently

### **Our context:**

Cheriton is a small northern suburb of Folkestone, which is the nearest town to All Souls' Primary school. We intake children not only from Cheriton but throughout Folkestone town and beyond. We have mixed cultural backgrounds with 18% EAL children in the school. The overall IMD rank for the school is 169 out of 460 where a rank of 1 is most deprived. The deprivation is relating to employment and also education deprivation.

### **Achieving our objectives:**

- Provide high quality intervention where needed and when possible.

- Work with outside agencies to support children and staff where needed.
- Provide high quality CPD to all members of staff to support children educationally and emotionally.
  - Target specific funding so that children have access to trips and other activities outside of school.
    - Provide enrichment activities including music and sport.
- Ensuring that effective planning, teaching and learning meets the needs of all pupils through analysis of data reviewed at least termly.
  - Ensuring the transition process is robust
  - The strategy follows the DfE Menu of Approaches (three tiers: High-quality teaching; Targeted academic support; Wider strategies) and uses evidence-informed approaches (primarily Education Endowment Foundation guidance) to prioritise actions with demonstrated impact for disadvantaged pupils DfE Pupil Premium guidance and linked EEF evidence (see evidence links below)

### **Key principles**

- Evidence-led: choose approaches with a strong or moderate evidence base for impact on disadvantaged pupils (EEF guidance).
- Tiered allocation: prioritise high-quality classroom teaching first, targeted support second, and wider strategies third — aligned to the DfE Menu of Approaches
- Targeted & proportionate: focus intensive support on pupils with identified gaps (diagnostic assessment), but ensure universal improvements for all.
- Inclusive & SEND-aware: Dovetail Pupil Premium work with the school's strong SEND and Inclusion provision so disadvantaged pupils with SEND receive tailored, evidence-based support.
- Measurable & accountable: clear success criteria and monitoring for each activity, with governors and Trust oversight.
- Holistic: combine academic and pastoral strategies (attendance, wellbeing, cultural capital) to remove barriers to learning.

### **Evidence base (core sources used in this strategy)**

- DfE Pupil Premium guidance and Menu of Approaches: DfE: Pupil Premium
- EEF: Effective Professional Development, Teacher Feedback, Small Group Tuition, Attendance interventions rapid evidence assessment, Early Years Evidence Store, Outdoor Adventure / Enrichment research (citations are used in Activity tables below).  
See specific links in each activity row

## Challenges

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

Challenge number	Detail of challenge
1	Improve attendance for disadvantaged pupils and reduce persistent absence: attendance patterns for disadvantaged pupils need strengthening to secure learning continuity (school priority: whole-academy attendance strategy).
2	Accelerate EYFS outcomes via improved outdoor curriculum and provision: EYFS outdoor provision must better build purposeful activities that accelerate early language, physical and pre-literacy/maths skills.
3	Close achievement gaps for vulnerable groups including SEND and high-mobility pupils: targeted academic and pastoral support is needed to ensure pupils with SEND and those who move schools frequently sustain progress.
4	Raise KS2 Combined RWM for disadvantaged pupils: PP pupils attain lower in combined RWM than non-PP peers (PP combined RWM 42.1% vs non-PP 61%. School data show improvement in 2025 but a clear gap remains
5	Improve cultural capital and enrichment access for disadvantaged pupils

## 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 attendance for disadvantaged pupils.	Reduce persistent absence (PA) for PP pupils by 50% year-on-year; increase average attendance for PP to within 2 percentage points of non-PP by year end. Fewer unauthorised absences.
Strengthen EYFS outcomes.	EYFS disadvantaged children in EYFS make at least expected progress across prime areas (communication & language, physical development) so the percentage achieving GLD increases for disadvantaged children by at least 10 percentage points compared to baseline. Observational and assessment evidence shows purposeful adult-led outdoor sessions 3+ times per week.

Narrowed gaps for vulnerable groups (SEND, high mobility)	Disadvantaged pupils with SEND make progress in line with their peers in school-level progress measures (termly SEND targets met); mobility cohort receives rapid catch-up and maintains progress within expected band within one term of arrival. Fewer SEND/PP pupils below expected by year end.
Improve cultural capital and enrichment access for disadvantaged pupils	Pp pupils (where needed) to receive subsidised school trips and enrichment activities.

## 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: £78, 864

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school maths improvement programme: bespoke CPD for teachers (subject leader release time, maths HUB leadership CPD, external maths consultant, lesson modelling, mastery approaches, regular collaborative planning), focused on KS2 and targeted cohorts.	EEF: Small group tuition and mastery approaches support maths attainment; EEF guidance on Effective Professional Development and Teacher Feedback emphasise sustained, school-wide PD, modelling and feedback for teachers to change practice ( <a href="#">EEF small group tuition</a> , <a href="#">EEF Effective Professional Development summary and resources</a> , <a href="#">EEF Teacher Feedback guidance</a> ).	3
Coaching and mentoring for early-career and mid-career teachers (instructional coaching cycles, peer	EEF: Effective PD models (coaching, sustained cycles) produce stronger teacher practice and pupil outcomes (EEF Effective Professional Development	3, 4

observation, modelling).		
Strategic TA deployment: train TAs to deliver structured small-group activities and guided practice under teacher direction (including maths and reading).	EEF: Use of TAs to supplement high-quality teaching is effective when TAs are well trained and deployed to support teaching rather than replace it; small group tuition evidence supports TA-led groups when trained (EEF small group tuition, EEF SEND guidance 'Five-a-day' approaches).	3,4

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

Budgeted cost: £40,571

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture interventions	Social and emotional interventions will support children's anxiety and worries in school. Intervention will seek to address pupils self-management skills, selfregulation and resilience not just focussing on academic skills EEF- Nurture and social emotional support	3
Targeted SEND interventions (inclusion lead oversight; personalised learning plans	EEF SEND in Mainstream Schools guidance (Five-a-day approaches: scaffolding, explicit instruction, flexible grouping) shows adaptive teaching strategies support SEND pupils and can be highly effective when implemented with PD and leadership oversight ( <a href="#">EEF SEND hub</a> ).	3
After school booster sessions- Year 5/6 particularly in maths	EEF: Small group tuition shows moderate impact (+4 months on average) and is particularly beneficial in primary maths when linked to classroom teaching; evidence from Tutor Trust and Action Tutoring trials supports tutoring benefits for disadvantaged pupils ( <a href="#">EEF small group tuition, Tutor Trust evaluation summary</a> ).	1

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

Budgeted cost: £22,076

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school attendance strategy: build holistic understanding of families, personalised communication (attendance letters/nudges), attendance casework, attendance mentoring for PP pupils, termly attendance reviews and reward systems in place	EEF Attendance Interventions Rapid Evidence Assessment: targeted parental communication and responsive, targeted approaches show promise; EEF themes recommend diagnosis, communicate effectively with families, build belonging and monitor impact ( <a href="#">EEF Attendance interventions rapid evidence assessment</a> , <a href="#">EEF blog: Taking a tailored approach to improving attendance</a> )	1
Nurture and SEMH provision: expand nurturing interventions and pastoral support to support vulnerable and mobile pupils.	EEF/NurtureUK synthesis and Toolkit: social and emotional learning / behaviour interventions can support attitudes to learning and attainment; nurture approaches map to evidence-based components (meta-cognition, SEL, behaviour interventions) ( <a href="#">NurtureUK on EEF Toolkit</a> , <a href="#">EEF SEL and behaviour guidance</a> )	5
Subsidised and curriculum-linked cultural visits and visitors. Hardship fund to also support.	Children's University) show positive small gains when enrichment is linked to curriculum and <a href="#">sustained (EEF: Learning about culture / Cultural learning trials</a> , commentary on cultural capital and evidence). Ofsted guidance emphasises cultural capital in curriculum planning	5

**Total budgeted cost: £141.511**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Attainment and Progress of Disadvantaged Pupils Analysis of outcomes in 2024–25 shows that overall attainment across the school improved in all headline areas, with positive trajectories, maths, and grammar, punctuation and spelling (GPS) and results in the higher standard. These increases occurred against a national backdrop in which average scaled scores remained static compared to 2023, indicating that our improvements were school-driven rather than reflective of national trends.

Across the whole cohort:

- Reading: 31.6% met the higher standard (up from 16% in 2024).
- Writing: 68.4% met the expected standard (up from 32% in 2024).
- Maths: 52.5% met the expected standard (up from 36% in 2024).
- GPS: 68.4% met the expected standard (up from 40% in 2024).
- Combined RWM: 42.1% met the expected standard (up from 16%).

Average scaled scores remain below national benchmarks:

- Reading: 102.9 (national 106)
- Maths: 101.1 (national 105)
- GPS: 103.9 (national 105)

These improvements must be interpreted with caution due to earlier Covid disruptions.

#### **Assessment Information and Wider School Indicators**

Summative and formative assessment data highlight that disadvantaged pupils generally make steady progress when interventions are closely aligned to need. Book looks, pupil progress meetings and internal standardisation show improvements in fluency, writing stamina and key mathematical competencies.

#### **What is working well:**

- Strengthened phonics, spelling and GPS teaching
- Whole class approaches and consistency to maths
- Additional maths mastery work.

#### **Areas that need further development:**

- Attendance continues to be a barrier to learning.

- Dual PP and SEN pupils need additional support
- Reading for PP children needs to be investigated- parental engagement.

## 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.*

<b>Programme</b>	<b>Provider</b>
Power maths	Pearson
Bug Club	Pearson
Spelling shed	Edshed