

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	All Hallows C of E Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	15 pupil premium children = 7%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2028
Statement authorised by	Mrs. R Hallam
Pupil premium lead	Mr. C Gillett
Governor / Trustee lead	Mrs. M Somerville

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,725 (15x£1,515)
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	£22,725
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

All Hallows C of E Primary School is located in Gedling, Nottinghamshire. In the 2019 Indices of Multiple Deprivation (IMD), **Gedling Borough was ranked as the 204th most deprived out of 324 local authorities in England** (where 1 is the most deprived and 324 the least deprived). This places the borough among the 50% least deprived local authorities in England overall.

We recognise that our disadvantaged pupils face a wide range of barriers which may impact on their learning. Our intention is that all pupils; irrespective of background of the challenges they face, make good progress across the curriculum.

The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve their potential. We will consider the challenges faced by our most disadvantaged pupils. At All Hallows this means Pupil Premium, SEND (and those flagged) and EAL, who meet the criteria. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. QFT 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 disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

When making decisions about the use of our Pupil Premium funding to we consider the context of our school and the subsequent challenges and barriers which impact on learning. Our rationale is based on research, including the Education Endowment Foundation's pupil premium guidance as advocated by the Department for Education. Developing teaching and learning across the school is a priority and is proven to have the greatest impact on closing the disadvantaged attainment gap. Where children have specific needs, we address these through targeted academic and well-being support. We approach this holistically using the EEFs tiered approach with Quality First Teaching, Targeted Intervention from our highly skilled TA's and Wider Strategies that affect our children. We will also facilitate pupils through accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being. We aim to target and improve disadvantaged pupils' attendance at school, enabling them to experience the full learning experience at All Hallows C of E Primary School.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are supported/challenged appropriately in the work that they're set, to achieve their full potential.
- Act early to intervene at the point that need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Culminating in our whole school vision to inspire happy, well-rounded individuals who respect each other and strive to become the best versions of themselves. Who care for each other, celebrate our individuality and uniqueness, and nurture a sense of belonging and connection, so that all members of the community flourish, feeling safe, valued and accepted. Who do this by living out our values which are rooted in the Christian narrative.

At the heart of the community, with the children at the heart of the school.

Challenges

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

Challenge number	Detail of challenge																																																
1	<p>Inclusive Achievement:</p> <p>Assessments, observations and discussions all show that across the school, boys are underperforming in reading and writing. This is creating an attainment gap between boys and girls including our disadvantaged children. (SIP 2025-2026, Priority 3: To significantly improve outcomes for boys in reading and writing across the school, ensuring accelerated progress and closing the attainment gap between boys and girls).</p> <p>Whole school summary for reading (% at ARE):</p> <table border="1"> <thead> <tr> <th>Gender</th> <th>EYFS</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>B</td> <td>72%</td> <td>64%</td> <td>89%</td> <td>64%</td> <td>65%</td> <td>69%</td> <td>73%</td> </tr> <tr> <td>G</td> <td>90%</td> <td>89%</td> <td>85%</td> <td>88%</td> <td>100%</td> <td>87%</td> <td>92%</td> </tr> </tbody> </table> <p>Whole school summary for writing (% at ARE):</p> <table border="1"> <thead> <tr> <th>Gender</th> <th>EYFS</th> <th>Y1</th> <th>Y2</th> <th>Y3</th> <th>Y4</th> <th>Y5</th> <th>Y6</th> </tr> </thead> <tbody> <tr> <td>B</td> <td>61%</td> <td>55%</td> <td>89%</td> <td>57%</td> <td>59%</td> <td>56%</td> <td>64%</td> </tr> <tr> <td>G</td> <td>100%</td> <td>74%</td> <td>60%</td> <td>86%</td> <td>100%</td> <td>73%</td> <td>92%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Maths Scaled score for PP pupils 2025- 99.5 National average 105.6 	Gender	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	B	72%	64%	89%	64%	65%	69%	73%	G	90%	89%	85%	88%	100%	87%	92%	Gender	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	B	61%	55%	89%	57%	59%	56%	64%	G	100%	74%	60%	86%	100%	73%	92%
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2	<p>Wellbeing (SEMH):</p> <p>Assessments, observations, discussions and evidence gathered from our annual 'Me and my feelings' questionnaire has highlighted challenges for all pupils and especially our disadvantaged pupils with their wellbeing. The specific challenges are is sleep (with our data indicating our disadvantaged pupils are exhibiting clinically significant difficulties) and also self-esteem. At least 30% of our disadvantaged children have been identified as having a primary or secondary area of need associated with Social, Emotional, Mental Health (SEMH) concerns.</p>																																																
3	<p>Experiences, Aspirations and Support (Holistic):</p> <p>Pupil and parent voice evidences that our FSM6 children have limited life experiences, reduced aspirations and support.</p>																																																
4	<p>Attendance and Punctuality:</p> <p>The attendance of our disadvantaged children over the last two years has been below that of all pupils. The gap between our disadvantaged and all pupils was 2.97% for '23-'24 academic year and then 3.63% for '24-'25 academic year.</p>																																																

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
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<p>1. Inclusive Achievement -To significantly improve outcomes for boys in reading and writing across the school, ensuring accelerated progress and closing the attainment gap between boys and girls.</p>	<ul style="list-style-type: none"> • Pupils develop "detailed knowledge and skills" and produce work that "reflects the breadth and depth of their learning"
<p>-To move from 0% toward the national average (11%) for disadvantaged pupils achieving the higher standard in RWM combined.</p>	<ul style="list-style-type: none"> • Leaders ensure that "any gaps in their knowledge or skills are closing quickly" through evidence-informed implementation
<p>-Mathematical Proficiency To increase the average scaled score for disadvantaged pupils in Maths from 99.5 toward the national non-disadvantaged average of 105.6.</p>	<ul style="list-style-type: none"> • Leaders ensure that "any gaps in their knowledge or skills are closing quickly" through evidence-informed implementation
<p>-To close the gap for pupils on SEN support, where currently only 50% achieved the expected standard in reading.</p>	<ul style="list-style-type: none"> • Leaders "rigorously monitor the progress of these pupils" and ensure adaptations are "well targeted and effective"
<p>2. Wellbeing. -To achieve and sustain improved wellbeing, including sleep and self-esteem, for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Sustained levels of well-being from '25-'26 demonstrated by: <ul style="list-style-type: none"> -Qualitative data from pupil voice (including the 'Me and my feelings questionnaire), parent surveys and staff observations. -Participation in enrichment, particularly amongst disadvantaged pupils (disadvantaged children to be prioritised for after school activities). -SENDCO referral stabilises with fewer referrals being made '25-'26
<p>3. Experiences, Aspirations and Support (Holistic): -FSM6 children to have the same experiences, aspirations and support as non-FSM6 children.</p>	<ul style="list-style-type: none"> • FSM6 children have the same opportunities to take part in clubs (both in and out of school), trips and experiences as non-FSM6 children. • FSM6 children to have aspirations in line with non-FSM6 children.
<p>4. Attendance -To significantly reduce persistent absence (PA) for the "Ever 6 FSM" cohort, which is currently 22.2%.</p>	<ul style="list-style-type: none"> • Leaders use "detailed data analysis to identify... and improve poor attendance", taking "as much reasonable action as possible." • Sustained higher attendance for '25-'28 demonstrated by: Careful monitoring and where necessary timely referrals to reduce the number of 'persistent' absentees (children below 90% attendance through unauthorised absences). • The gap between disadvantaged and non-disadvantaged pupils will be no more than 3% ('24-'25 gap being -3.63%)

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

Budgeted cost: £5,681

Activity	Evidence that supports this approach	Challenge number(s) addressed
Scaled-Score Maths Workshops	<p>Targeted small-group sessions for disadvantaged pupils to address the 6-point gap in average scaled scores (99.5 vs 105.6 national), focusing on "foundational knowledge" required for higher-tier questions.</p> <p>Small group tuition Moderate impact for low cost based on moderate evidence.   </p>	1
Graduated Approach for Reading	<p>Implementing a continuous cycle of "assess, plan, do and review" specifically for the 50% of SEN support pupils currently not meeting reading standards.</p> <p>Feedback High impact for very low cost based on extensive evidence.   </p>	1
1:1 daily readers with TA and/or teacher	<p>Small group tuition Moderate impact for low cost based on moderate evidence.   </p> <p>Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence.   </p> <p>One to one tuition Moderate impact for moderate cost based on moderate evidence.   </p> <p>Reading comprehension strategies High impact for very low cost based on moderate evidence.   </p> <p>Phonics Moderate impact for very low cost based on extensive evidence.   </p>	1
Disciplinary Vocabulary Instruction.	<p>Explicitly teaching the "subject-specific vocabulary" pupils need to understand and articulate complex concepts in the wider curriculum.</p> <p>Communication trust- 'There is a strong link between communication skills and social disadvantage; they are a critical factor in the intergenerational cycles that perpetuate poverty. In many areas of deprivation, more than 50% of children start school with delayed language skills. 1 Children from low income families lag behind their peers by nearly one year in vocabulary at school entry, with gaps in language much larger than gaps in other cognitive skills.'</p>	1
ELSA (Social and Emotional Learning within whole class teaching as well as 1:1	<p>Social and emotional learning Moderate impact for very low cost based on moderate evidence.   </p>	1,2 and 4

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

Budgeted cost: £5,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All disadvantaged pupils attend class trips and Year 4/6 residential.</p> <p>After school clubs</p> <p>Aspiration and Cultural Capital: Ensuring disadvantaged pupils participate in high-quality enrichment that "prepares pupils for life beyond school" and builds the confidence needed for high-quality classroom responses.</p>	<p>EEF – collaborative learning approaches – High impact for very low cost based on limited evidence - +4</p> <p>EEF – social and emotional learning – Moderate impact for very low cost based on limited evidence - +4</p> <p>EEF – collaborative learning approaches – High impact for very low cost based on limited evidence - +4</p> <p>EEF – ‘Moderate impact for low cost based on moderate evidence’ +4 (Small group)</p>	<p>2, 3 and 4</p>
<p>Persistent Absence</p> <p>Reduction Plan: Using data analysis to identify the "causes of poor attendance" specifically for the 22.2% of FSM persistent absentees, ensuring they are "prioritised for early intervention"</p> <p>Family Engagement Lead: Deployment of staff (DHT) to engage productively with parents and "multi-agency partners" to remove welfare barriers for vulnerable pupils.</p>	<p>While not citing a specific EEF month rating, the inspection toolkit requires leaders to use "detailed data analysis to identify... and improve poor attendance", which aligns with EEF recommendations for targeted attendance interventions.</p>	<p>4</p>

Total budgeted cost: £17,460

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.

All Hallows C of E Primary School has an extremely low percentage of FSM6 children (<5%) with many of these children also being SEND or vulnerable.

This needs to be taken into consideration when comparing All Hallows' information against National, Notts and Gedling data.

Intended outcome	Success criteria
Attainment To reach the age-related expectation for reading, writing and maths within each year group.	At least 30% of our FSM6 children to attain age related expectations in reading, writing and maths combined.

Internal data for all of our FSM6 children shows that 42% attained ARE for reading, 33% for writing, 42% for Mathematics and 33% combined.

The success criteria for this was for 'at least 30% to attain ARE combined which we have met.

The KS2 summary dashboard shows 100% of FSM6 children attained the expected standard in SPaG, reading and mathematics. Comparison with the LA shows that our data is 42.6% above for SPaG, 38.8% above in reading and 39.8% above in mathematics. However, writing remains a target area.

Intended outcome	Success criteria
Wellbeing (SEMH): To improve wellbeing, sleep and self-esteem of our FSM6 children.	The next 'Me and My Feelings' survey to show improved outcomes by comparison to the previous survey.

Comparative information for our FSM6 children using the 'Me and My Feelings' survey from '23-'24 and '24-'25 shows the following:

Sleep: Sleep remains an area which our children find difficult. We provided whole class sessions to aid with their sleep with most children finding it really useful. These sessions were delivered by our MHST.

Self-esteem: Our comparative information shows that self-esteem has improved for our FSM6 children.

Wellbeing: Overall wellbeing has improved for our FSM6 children. We provided whole class sessions focusing on resilience (highlighted need from the '23-'24 survey) with most children finding it really useful.

Our FSM6 children also cited in the survey that they attended the following school sessions to help with their wellbeing:

Resilience workshop

Sleep workshop

SATs workshop

ELSA sessions

ELSA drop-ins

MHST sessions

Intended outcome	Success criteria
<p>Experiences, Aspirations and Support (Holistic):</p> <p>FSM6 children to have the same experiences, aspirations and support as non-FSM6 children.</p>	<p>FSM6 children have the same opportunities to take part in clubs (both in and out of school), trips and experiences as non-FSM6 children.</p> <p>FSM6 children to have aspirations in line with non-FSM6 children.</p>

Our FSM6 children have the same opportunities as their non-FSM6 peers to take part in the varied clubs taking place with these being fully funded.

Our FSM6 children have the same access to trips in schools as their non-FSM6 peers with these being fully funded.

Our FSM6 children have the same opportunities to take part in a range musical instrument tuition as their non-FSM6 peers with this being fully funded.

Our FSM6 children have the same experience as their non-FSM6 peers on residential with this being part funded (50%).

Our FSM6 children in Year 6 have the same experience wearing a 'Leavers Hoodie' as their non-FSM6 peers with it being paid for.

Our FSM6 children have individual targets (FSM6 children who are also SEND have matched targets on their personal plans) set, supported to achieve and reviewed each term.

Intended outcome	Success criteria
<p>Attendance</p> <p>To improve the attendance of our FSM6 children.</p>	<p>FSM6 pupils' attendance to be in line with that of other FSM6 children.</p>

Attendance for the academic year 23-24 had a gap of 2.97% between all children and our FSM6 children. Unfortunately, the attendance for the academic year 24-25 had a gap of 3.63% between all children and our FSM6 children. This gap needs to be diminished and will be part of the next strategy.

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

Programme	Provider
TT Rockstars	Maths Circle Ltd
Walkthrus	

