

Pupil Premium Strategy Statement

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	Grasby All Saints CE Primary School
Number of pupils in school	97 plus 4 in nursery
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 Updated annually based on the plan devised in 2023
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Zoe Hyams and Nathan Vear CofG
Pupil premium lead	Zoe Hyams
Governor / Trustee lead	Sarah Stone

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,210
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£22,210

Part A: Pupil premium strategy plan

Statement of intent

Our vision

We believe that all members of our school community can flourish as learners and as fulfilled individuals. We will provide rich opportunities for learners to engage and expand their world views, both collaboratively and independently. With joy in our hearts, we are inspired to make positive change in the world.

Our values

Love – Respect – Courage

We intend to break down barriers so our disadvantaged pupils have the tools and self-assurance to succeed in life. Our intention is that all pupils make good progress irrespective of their backgrounds. High-quality first wave teaching which is appropriately challenging is at the heart of our approach.

- *Pupils will be supported to attend school regularly*
- *Their progress will be monitored closely using the assess-plan-do-review model, with adjustments made to support them each term*
- *They will have access to quality texts and language rich enhancement activities*
- *They may receive 1:1 tuition or small group support in addition to quality first teaching*
- *All disadvantaged pupils will have the opportunity to learn a musical instrument/attend after-school clubs/take part in trips and residential visits*
- *No pupil will suffer in school due to economic or social difficulties at home*
- *All pupil premium pupils will be treated with respect*
- *Focus on well being and early intervention for disadvantaged pupils*

Challenges

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

Challenge number	Detail of challenge
1	High numbers of inward migration pupils
2	Language and vocabulary which is not age related and a lack of exposure to quality texts and language rich environments
3	Aspiration
4	Learning readiness/SEN/Speech and Language

5	Attendance
6	Lack of automaticity in number facts for some children

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
Disadvantaged pupils will make good progress in reading, achieve the phonics pass score and be keen to read for pleasure. Additionally, disadvantaged pupils will be supported to reach age related expectations across the curriculum.	Disadvantaged pupils are given the support they need to reach the phonics pass mark. They are keen to read and their parents are supported to engage with our reading scheme. Disadvantaged pupils have access to quality texts and reading material on paper and online. Interventions, resources and support for parents is evident.
Disadvantaged pupils will attend school regularly.	Pupil attendance is 95% or above. Where there are lower attendance rates, school staff engage with parents and outside agencies if required to boost attendance. Early Help Conversations are used to support and challenge.
Disadvantaged pupils will access a broad and varied curriculum.	Pupils will be supported to have the right 'kit'. They will have access to music lessons. They will articulate their aspirations and have a voice and a choice which enables them to take part in extra-curricular, music and sporting activities.
Disadvantaged pupils will be successful and included.	Good self-esteem will lead to fewer exclusions and greater attendance.
Disadvantaged pupils will be supported with automatic recall of number facts.	All disadvantaged pupils will achieve a good MTC score. SATS results will show good progress.
Disadvantaged pupils, who are identified having the capacity to achieve at Greater Depth, will be supported to do so.	End of Key Stage Outcomes.

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: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Team Teach Training	Staff aware of possible trauma and childhood aces and how this affects the brain. Children with emotional and behavioural needs are supported to regulate and engage with education. This leads to increased attendance.	1,3,5
<i>Maintained four class structure.</i>	Staff wellbeing is enhanced, staff know pupils well.	1,5
<i>Reading for Pleasure English Hub support</i>	Pupils who have limited or no access to books at home are supported to engage with the reading curriculum. Vocabulary is pre-taught so children can access the curriculum and reading is woven through the whole curriculum.	1,2,3,4,5
<i>RWI phonics program training and development days</i>	Staff are competent to deliver high quality systematic phonics to all pupils and interventions for those who are not working at age-related expectations. Disadvantaged pupils are closely monitored and supported, particularly if there is little or no support at home. Parents are encouraged to engage with the programme.	1,2,3,4,5
<i>English Hub Phonics support</i>	Close moderation of the school's phonics teaching and results ensure rigour.	1,2,3,4,5
<i>Bespoke training for new staff</i>	New staff are upskilled and able to continue the rigorous RWI programme. They have the skills to identify pupils who fall behind. Disadvantaged pupils are monitored very closely.	2,3,6
<i>Number Sense training Numbots Training</i>	Evidence that automaticity – and good reading skills - are important for children to be able to manipulate, reason and apply in maths.	5,6

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

Budgeted cost: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>RWI interventions</i>	Data shows that most children are making rapid progress with phonics. Enhanced support is provided for disadvantaged pupils who are not. YARC assessments are provided to monitor closely disadvantaged pupils, following completion of the RWI scheme.	1,2,3,4,5
<i>IDL interventions</i>	EEF toolkit. Research.	1,2,3,4,5
<i>Specialist Teacher Assessment and advice</i>	Fine tuning of strengths and weaknesses enables staff to target support for disadvantaged pupils.	1,3,4,5
<i>1:1 Tutoring/small group intervention</i>	An experienced TA is paid to deliver targeted interventions.	1,2,3,4,5,6

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

Budgeted cost: £ 1210

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Wellbeing support</i>	School works closely with families of disadvantaged pupils who experience attendance issues. Building secure relationships with staff and peers in this small group intervention leads to increased attendance. Building secure relationships enables pupils to regulate, relate and reason. Children learn and embed strategies to support self-regulation and are better placed to learn. Disadvantaged pupils are encouraged to apply for positions such as worship councillors, etc. Through these schemes they learn to contribute to the wider school	1,3,5

	and community. In turn, this supports self-esteem and helps pupils to engage. When there are challenges and a child may face a fixed term exclusion, advice and support is given by the pupil reintegration team, or Behaviour outreach support services. Staff monitor pupils closely to ensure no one goes hungry. Breakfast is provided if a child is in need. Evidence shows children need to drink water and eat a healthy diet to be able to focus and learn. Measured success Attendance in line with or above national (96.4% Autumn 2025) 0 Exclusions	
Early Help Assessments/Team Around the Family Regular contact with parents and multi agency working	Parents are supported through early help assessments with access to parenting course, signposting to the local food bank and help around form-filling, attending medical appointments and in some cases being allocated a family support.	3,5
EP Parent consultations	Educational Psychologist hours are bought in. Consultations help staff and parents to unpick difficulties and put in place specific targets to help reduce anxiety or support regulation.	2,3,4,5,6

Total budgeted cost: £ 21,210

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 2020 to 2021 academic year.

Intended Outcome	Impact	Lessons Learned
Pupils' gaps in prior learning are addressed.	Pupil attainment was high. Staff were able to pinpoint gaps and support children to learn. Identified children receive maths/English interventions Focused TA support is in place. Detailed assessments and grid analyses inform next steps. Introduction of Numbersense lead to improved outcomes in the MTC.	Streamlined curriculum in place. Due to increased numbers of inward migration pupils, the outcomes of the new Year 5 and 6 cohort have led to increased monitoring and evaluation in school and from governors. Assessment has been formalised across the Federation and all pupils, especially the disadvantaged, are tracked closely. Target disadvantaged pupil attendance, building a sense of belonging and relationships with parents. Number facts knowledge needed more structured monitoring.
Specific learning difficulties are identified and addressed.	SMART targets and focused TA support in place. Pupil progress meetings had a PP/SEND focus. Staff were able to help children progress and external agencies were able to attend towards the end of the year to support.	Insight information, assessment and data formatting is now used to support pupil progress with Cpoms

		being used as pastoral evidence.
All pupils develop their language/vocabulary skills.	Phonics outcomes improved. BPVS/Wellcomm used to identify significant needs and pinpoint support. FFT Fluency used to measure words per minute.	Embed.
All pupils have positive attitudes to learning and develop learning stamina.	Emotional and academic support was given to pupils struggling to access school or experiencing high levels of anxiety. Counselling provided according to need. Key adults developed positive relationships. Meet/Greet is used consistently to support emotional needs.	Continue.
All pupils have high attendance and punctuality.	Office staff and the Attendance Champion monitored attendance for those in receipt of PP. Concerns are identified rapidly.	Continue.
All pupils are monitored closely during transition.	Class teachers liaise with previous school. Timely and detailed baseline assessments/analyses identified gaps, supported accelerated learning and informed next steps. Assessments show progress. Enhanced transition with iLearn facilitated by EYFS teacher. Additional staff member appointed to support FSM pupils.	Ensure rapid phonics intervention for pupils coming from other schools. Baseline assessments are now in place for all new pupils. Disadvantaged pupils targeted for intensive reading support.
All pupils are offered a rich and varied curriculum which is stimulating, broadens horizons and raises aspirations.	No child missed out due to financial concerns. Top-up swimming.	Curriculum review to meet the needs of any given cohort is ongoing. Trips And clubs are planned to broaden horizons whilst being cost effective.

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
RWI	Read Write Inc
IDL	IXL.com
KAZ	KAZ-Type
GL-Dyslexia Screener	GL Assessment
GL Wellcomm	GL Assessment
White Rose maths/Fluency Bee	White Rose
White Rose Science	White Rose
Language Angels	Paolo Pini
Numbersense	Number Sense maths
Accelerated Reader	Renaissance learning
TT Rockstars	TT Rockstars

Further information (optional)

During the course of 2025/6 we will review non-core assessments and further streamline our curriculum. Phonics will continue to be monitored very closely with pupils supported at any point of need.

We will ensure our disadvantaged pupils have developed automaticity in number facts knowledge. Disadvantaged pupils will be supported to access TT Rockstars.

We will identify speech, language and communication needs using Wellcomm, a trusted resource and use Strengths and Difficulties Questionnaires to pinpoint and support with emotional and behavioural challenges.

We will embed our reading for pleasure programme and update resources to enhance the provision we can offer to our disadvantaged pupils, whether nationally defined, or defined within school.

We will continue to engage with parents and support them to help their children succeed, thrive and develop a love of learning for life.