

# 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
School name	All Souls Catholic Primary School
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	7.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/24 2024/25 <b>2025/26</b>
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Andy Cooke, Headteacher
Pupil premium lead	Roisin McGrath, Deputy Headteacher
Governor / Trustee lead	Shirley Langford, Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38505
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£38505</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all children at All Souls, irrespective of their backgrounds or the challenges they face, make at least good progress academically, personally and spiritually so that they can achieve the highest attainment possible across the curriculum.

We recognise that disadvantaged children often face a wide range of additional barriers which can impede the progress they make and make it more difficult for them to achieve their goals.

At All Souls the challenges faced by many of our vulnerable and disadvantaged pupils could be the following:

- Reduced aspirations and support network at home including to support reading, homework or other learning activities
- Limited life experiences including a lack of social and emotional wellbeing to develop resilience
- Reduced access to fundamental resources that are needed to thrive – clothing/uniform, food, appropriate housing, access to transport
- Low levels of adult education within their household and therefore a lack of exposure to a wide range of rich vocabulary across various contexts
- Reduced exposure to opportunities and experiences to develop cultural knowledge and skill, hobbies and interests and opportunities to be creative e.g. lack of visits to museums etc. lack of involvement in external clubs/activities, reduced holiday experiences

Our whole school approach to supporting children and families who are disadvantaged centres around early identification and intervention. In doing so, our hope is to narrow and limit the potential gaps in learning and opportunity so that there is equality of access to all aspects of education for all pupils. As a small school, and with a relatively low % of PP children, we feel we are well positioned to provide individual, personalised support to children to address their particular barriers and difficulties. We do not have a one-size fits all approach and are proud of this. We foster close relationships with all of our children and families so that they turn to us for support and equally are not too proud to receive help when needed.

We will make sure that as a school we will:

- Act early to intervene at the point where needs are identified
- Ensure disadvantaged pupils are challenged in the work they are set
- Adopt a whole school approach where all staff take responsibility for disadvantaged outcomes
- Provide teachers and support staff with high quality CPD to ensure that pupils access effective quality first teaching
- Target funding so that disadvantaged children will have access to cultural capital and school trips and experiences
- Provide appropriate nurture support to enable pupils to access learning within and beyond the curriculum.
- Carefully track and monitor the progress of disadvantaged children and ensure rapid

robust intervention if needed.

## Challenges

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

Challenge number	Detail of challenge
1	On entry to school, children are displaying low levels of language acquisition. It is evident that, for many children, the impact of missing a significant amount of their early years education has resulted in them being less prepared to progress in their learning.
2	The attendance and punctuality of vulnerable and disadvantaged pupils is below that of their peers
3	The attainment of disadvantaged and vulnerable pupils is below that of their peers across the curriculum
4	Disadvantaged and vulnerable pupils often have chaotic family lives and/or involvement of other agencies such as Children's Services or family hubs
5	The disadvantaged and vulnerable pupils at All Souls are more likely to experience stress, anxiety, poor mental health and social/emotional challenges.
6	There is a lower uptake of places at extra-curricular activities amongst children who are vulnerable or disadvantaged in comparison to other pupils.
7	Vulnerable and disadvantaged pupils are less likely to participate in clubs, hobbies, activities outside of school or visit places of interest

## 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
Eliminate (or at least narrow) the gap in progress for vulnerable and disadvantaged pupils so that it is equal to their peers.	Achieve above national average progress scores in KS2 reading/writing/maths or progress towards this
Increase the attendance, punctuality and reduce persistent absence so that it at least matches other pupils.	Attendance for disadvantaged pupils is above comparative figures regionally and nationally. The proportion of disadvantaged pupils who are persistently absent is at least in line with other pupils
There is no discrepancy between the uptake of places at extra-curricular clubs for	All pupil premium children attend at least one extra-curricular club and have the opportunity

disadvantaged pupils in comparison with others (or there is a higher uptake!) and disadvantaged pupils receive an equal opportunity to represent the school.	to represent the school externally.
Well-being surveys show that there is no discrepancy between the social, emotional and mental well-being of disadvantaged pupils in comparison to their peers	Statistics from surveys and other sources show improvement of well-being of disadvantaged pupils
Eliminate the impact of poverty on children's ability to participate in activities and their presentation in school.	There is no difference between all pupils and those which are disadvantaged

## 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: £12000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subscription to the National College CPD package</i>	Ability to provide up-to-date training and information on best practice, guidance and accountability for staff.	1, 3, 4, 5
<i>Purchase of additional reading materials and resources including provision of books specifically for disadvantaged pupils</i>	Research from the National Literacy Trust shows that 1 in 8 disadvantage children do not have access to books at home. Further evidence shows this is a barrier to reading and vocabulary acquisition.	1, 3
<i>Release time for staff in EYFS &amp; KS1 to participate in Mastering Number Programme and for KS2 Teachers to participate in NCETM TfM sustaining programme</i>	The EEF Teaching and Learning Toolkit states: The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Mastery learning approaches aim to ensure that [with support] all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening.	1, 3
<i>Release time and CPD provision for 'Maths Champions'</i>	Maths Champions is a proven programme aimed at improving early maths and number skills and particularly utilises strategies and approaches which	1, 3

<i>Provision of resource packs for use at home.</i>	are proven to support the children whose prior experience of number is limited.	
<i>Purchase of subscription to LbQ for the whole school.</i>	Learning by Questions (LbQ) has been shown to substantially improve the learning of average and below-average pupils in KS2 maths and grammar due to providing immediate feedback, specific feedback, immediate intervention, low threat conditions and frequent assessment. Many of our disadvantaged pupils fall into this category.	3
<i>Cost of cover to release time for staff to attend CPD across the network/training courses linked to whole school priorities and the development of high quality teaching</i>	Evidence indicates that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. Securing effective professional development contributes to this.	1, 3, 5
<i>Subscription to the Catholic Primary Partnership, providing a range of high quality CPD for all staff including a significant focus on disadvantaged and vulnerable pupils.</i>  <i>Cost of cover for staff to attend this training.</i>	Evidence indicates that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. Securing effective professional development contributes to this.	1, 3, 5

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

Budgeted cost: £ 18000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Costs of delivering support and booster programme to children in upper Key Stage 2</i>	EEF Toolkit guidance: 'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be highly impactful and our own experience of this supports this theory.'	3
<i>Purchase of additional hours of support from Mary Morris, school</i>	Social, emotional support is proven impact wellbeing. Behaviour interventions   EEF	4,5

<i>counsellor to provide additional sessions with vulnerable pupils / parents</i>	(educationendowmentfoundation.org.uk)  EEF toolkit recommends this as adding +4 months progress to expected progress over a year. EEF evidence surrounding interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions. On average SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	
<i>Recruitment of a Speech and Language therapist/consultant Linda Everard, to target early language intervention</i>	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: <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</a> <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>	1,3
<i>Additional TA hours to support the implementation of speech and language interventions as directed by specialists.</i>	Evidence shows that developing children's communication and oracy skills has a significant impact on attainment and progress in all areas. Targeting interventions earlier ensures that the impact of this barrier to learning is minimised and overcome as soon as possible.	1,3
<i>Purchase of Subscriptions to Spag.com, TT RockStars, Numbots</i>	There is evidence to support that each of these programmes has a positive impact on attainment and progress for children who are not always the most able	3
<i>Targetted use of FFT Tutoring with the Lightning Squad</i>	The EEF guide to the pupil premium states that evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. It states this is likely to be an essential ingredient of an effective pupil premium strategy. The EEF Toolkit states: Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.	1, 3
<i>TAs with dedicated to listen to individuals and small group reading intervention.</i>	The EEF recognises that children benefit +4 months for individualised instructions and +5 months for phonics intervention due to it begin effective in reducing gaps.	3
<i>Employment of adults into HLTA roles to support well-being of pupils and deliver additional interventions.</i>	The EEF guide to the pupil premium states that evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. It states this is likely to be an essential ingredient of an effective pupil premium	1, 3, 5

	<p>strategy.</p> <p>The EEF Toolkit states: Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.</p>	
<i>Purchase of revision and support materials for Year 6 pupils in preparation for SATS</i>	Evidence shows that where learning is repeated regularly and often, retention of knowledge is increased. By using a structured approach to the revision of KS2 content, children will develop their long term memory of the curriculum.	3, 7
<i>Implementation of the ELKEN language development programme across the early years.</i>	There is a city-wide drive to improve the communication skills of our children and raise citywide GLD by 9% by 2028. This is one approach which is being driven across the schools of Coventry. Through training as many staff in this programme as possible we ensure its success and sustainability.	1,3
<i>CPD and implementation of Drawing Club and Story Dough in the EYFS</i>	These are both successful programmes which expose children to rich literature, creativity, language and freedom – all things which many disadvantaged children back naturally experience less of.	1,3

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

Budgeted cost: £ 8505

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provision of uniform and PE kit/equipment for pupils in poverty</i>	<p>Research shows that wearing a school uniform enables a school to build a school ethos and improve behaviour.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a></p>	5
<i>Provision of or supplemented travel costs for vulnerable pupils / pupils in poverty</i>	Providing bus passes for children in poverty means that they are more likely to attend school and raises school attendance for vulnerable children. It also releases more finance within the family for other important things	2,5
<i>School funded places on residential visits for vulnerable pupils</i>	Research and case study shows that residential trips have a positive impact on Primary age children. Learning Away Comparative Research Study Final CL.pdf (cumbria.ac.uk)	5,7
<i>Subsidised visits for vulnerable pupils</i>	<p>DfE guidance recognises that school trips and outdoor learning improves children's educational development, health and well-being.</p> <p><a href="https://www.voyagerschooltravel.com/blog/dfesays-school-trips-could-resume-from-easter/">https://www.voyagerschooltravel.com/blog/dfesays-school-trips-could-resume-from-easter/</a></p>	5,7

<p><i>Subsidised costs of places in extra-curricular clubs and priority access</i></p>	<p>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p>	<p>5, 6, 7</p>
<p><i>Purchase and ongoing subscription to StudyBugs</i></p>	<p>Three quarters of schools in England say poor attendance ... [is] the biggest challenge affecting their socio-economically disadvantaged pupils' academic achievement. School statistics support this.</p>	<p>2, 3</p>
<p><i>Purchase of well-being resources for classroom and nurture space (e.g. well-being book library and classroom well-being toolkits)</i></p>	<p>Social, emotional support is proven impact wellbeing. Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</p> <p>EEF toolkit recommends this as adding +4 months progress to expected progress over a year. EEF evidence surrounding interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions. On average SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p>	<p>4,5</p>
<p><i>Release time for Sports lead and transport costs to enable participation in many inclusive sports and competitive events so that disadvantaged have the opportunity to engage in activities outside of the school grounds and represent the school</i></p>	<p>The EEF states that +4 months learning can be gained through social and emotional enrichment. This approach can raise pupil self-esteem, provide them with approaches to help them to become more resilient and as such help them to improve their approach to learning in class.</p>	<p>4, 5</p>

**Total budgeted cost: £ 38505**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*In the EYFS three children are characterised as disadvantaged. One of these three children reached GLD. Overall GLD was 70.0%*

*Of the four children from the Year 1 cohort are characterised as disadvantaged two children successfully passed the phonics screen. The two children did not pass both have additional SEND.*

*At the end of KS1, two children were classed as disadvantaged. Both children achieved the expected standard in Reading and Maths and one of these also achieved it in Writing.*

*At the end of KS2:*

#### Key Stage 2

CONTEXT	All Souls Catholic Primary School (3433)		Local Authority - Coventry			NCER National		
Item	Value	Cov.	Value	Gap	Cov.	Value	Gap	Cov.
Cohort	2	-	1,463	n/a	-	197,200	n/a	-
Sex (Male)	100.0%	100.0%	50.5%	+49.5%	100.0%	51.2%	+48.8%	100.0%
SEN Support	0.0%	100.0%	29.3%	-29.3%	100.0%	24.0%	-24.0%	100.0%
EHCP/Statement	0.0%	100.0%	6.7%	-6.7%	100.0%	9.2%	-9.2%	100.0%
Ethnicity (BME)	100.0%	100.0%	45.4%	+54.6%	100.0%	32.5%	+67.5%	100.0%
Language (EAL)	0.0%	100.0%	36.6%	-36.6%	100.0%	23.6%	-23.6%	100.0%
Disadvantaged	100.0%	100.0%	100.0%	0.0%	100.0%	99.9%	+0.1%	99.9%

#### ATTAINMENT & ASSESSMENTS

Subject	Level	All Souls Catholic Primary School (3433)		Local Authority - Coventry		NCER National	
		Value		Value	Gap	Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	50.0%		45.1%	+4.9%	48.0%	+2.0%
	GDS/High Score	0.0%		2.0%	-2.0%	3.6%	-3.6%
Reading	≥Exp.Std.	50.0%		59.9%	-9.9%	63.8%	-13.8%
	High Score	50.0%		19.8%	+30.2%	21.6%	+28.4%
Writing (TA)	≥EXS	50.0%		57.1%	-7.1%	59.9%	-9.9%
	GDS	0.0%		3.7%	-3.7%	6.7%	-6.7%
Maths (test)	≥Exp.Std.	50.0%		58.7%	-8.7%	61.1%	-11.1%
	High Score	50.0%		13.3%	+36.7%	15.3%	+34.7%

*Only two children were classified as disadvantaged in the Year 6 cohort last year. Of these, one pupil achieved the expected standard in RWM combined including achieving the higher standard in both Reading and Maths.*

*Internal data shows that a gap still exists between those who are disadvantaged and their peers although this has narrowed since the beginning of this strategy. This is based upon teacher assessments, using end of KS frameworks and standardised scaled score assessments.*

*For the academic year 2024/25 overall FSM6 attendance was 90.9%, which was below the whole school attendance of 95.7%. However, this does not show a true reflection of overall disadvantaged attendance as it is skewed heavily by a small number of children whose circumstances are unique. When 3 pupils with specific circumstances are omitted from attendance data the overall FSM6 attendance rises to 94.37% which is above national figures.*

*Present figures for this academic year show that FSM6 attendance currently sits at 92.3% which is inline with that nationally.*

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
SfA Phonics Programme / Tutoring with the Lightning Squad	FFT
TT Rockstars, Numbots	Maths Circle
Mastering Number / Maths Mastery	NCETM
Studybugs	Studybugs
LBQ	LBQ