

Pupil premium strategy statement – All Saints Church of England Primary - Settrington

This statement details our school's use of pupil premium (and recovery 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	79
Proportion (%) of pupil premium eligible pupils	8.86%
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)	2023-2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Caryl Shephard
Pupil premium lead	Caryl Shephard
Governor / Trustee lead	Helen Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 10,605
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <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>	£10,605

Part A: Pupil premium strategy plan

Statement of intent

At Settrington All Saints CE Primary School, we believe that every child is a unique individual, created in the image of God, and deserving of the opportunity to flourish. Our pupil premium strategy reflects our commitment to ensuring that all pupils—regardless of background, need, or circumstance—make strong progress and achieve high standards across the curriculum.

Rooted in our Christian values and the Diocese of York's vision for *Flourishing for All*, we aim to nurture the whole child: academically, socially, emotionally, and spiritually. We recognise the additional challenges faced by disadvantaged pupils, including those with SEND, those who are high attainers, and vulnerable groups such as children with a social worker or young carers. The actions outlined in this strategy are designed to meet their needs, whether or not they are eligible for pupil premium funding.

High-quality teaching is central to our approach, with a focus on areas where disadvantaged pupils require the most support. This benefits all learners and helps to close the attainment gap while sustaining progress for non-disadvantaged pupils. Our strategy is personalised, responsive to diagnostic assessment, and aligned with wider school priorities—including the development of cultural capital and character education.

We are committed to fostering a culture of dignity and high expectations, where every member of staff shares responsibility for pupil outcomes and believes in the potential of every child. To ensure our approach is effective, we will:

- Challenge disadvantaged pupils through ambitious, well-structured learning
- Intervene early when needs are identified
- Adopt a whole-school ethos of inclusion, hope, and collective responsibility

Challenges

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

Challenge number	Detail of challenge
1	Speech & Language in KS1 Limited vocabulary and oral language skills on entry. <i>Evidence: EEF reports oral language interventions can boost progress by +6 months. DfE EYFS Profile (2023) shows disadvantaged pupils often enter school with lower language skills.</i>
2	Maths and Writing attainment in KS1 and KS2. Internal assessments and end of KS2 data indicate that attainment in maths among disadvantaged pupils is below that of non-disadvantaged pupils across the school. <i>Evidence: Internal school data shows pupil premium pupils underperform in writing and maths compared to national benchmarks. EEF highlights targeted teaching assistant support and structured interventions as effective strategies (+4 months).</i>
3	Supporting SEMH - Anxiety, low self-esteem and emotional regulation difficulties. Boxale Profile has shown that disadvantaged children display more difficulties than those from non-disadvantaged pupils. <i>Evidence: The 2023 State of the Nation report highlights rising mental health concerns among primary-aged children, especially those from disadvantaged backgrounds. EEF shows social and emotional learning can improve outcomes by +4 months.</i>

4	<p>Cultural Capital - Limited access to enriching experiences, vocabulary, and background knowledge, Generally disadvantaged children have less opportunity to experience the wider opportunities which are on offer than non-disadvantaged. This is due to ability to pay and awareness of opportunities.</p> <p><i>Evidence: Ofsted's Education Inspection Framework (EIF) emphasises the importance of cultural capital in preparing pupils for future success. EEF notes that arts participation and enrichment can contribute up to +3 months progress. Rural isolation may further restrict access to museums, theatre, and diverse cultural experiences.</i></p>
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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 – improving trends seen in:
1 – We narrow the gap between PP pupils and non-PP pupils in oral language and communication.	Pupils show accelerated progress in speech and vocabulary assessments, EYFS Communication & Language tracking, teacher observations and pupil voice.
2 – We narrow the gap between PP pupils and non-PP pupils in maths and writing attainment at the end of key stage 1 and 2	Termly assessment data (NFER assessments), KS2 SATs results, Y4 multiplication check results, Progress scores from baseline.
3- Support in place for Anxiety, low self-esteem, and emotional regulation difficulties	Boxall Profile Pupil Voice Case studies
4 - Pupils access a broader range of enriching experiences and demonstrate improved background knowledge and vocabulary	Participation records in trips/visits, Vocabulary assessments, Pupil voice and engagement surveys Evidence of engagement in clubs
5 – Increased staff capacity.	TA successfully completes HLTA training and leads targeted interventions HLTA qualification achieved, Pupil progress linked to HLTA-led sessions

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.

High-quality teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high-quality teaching, assessment and a broad and balanced curriculum	The EEF's <i>Guide to the Pupil Premium</i> states that "ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school."	1,2

which responds to the needs of pupils.	Assessment for learning helps teachers identify gaps and adapt instruction. The <i>EEF Assessment for Learning Guidance Report</i> recommends using formative assessment to inform teaching and provide targeted feedback, which can lead to gains of +6 months.	
Professional Development to support implementation of approaches. <i>HLTA training for teaching assistant</i> .	EEF's "Making Best Use of Teaching Assistants" Guidance Report recommends training TAs to deliver structured interventions and support high-quality classroom instruction. When deployed effectively, trained TAs can contribute up to +4 months' progress for pupils, particularly those with SEND or who are disadvantaged. Builds internal capacity for sustained intervention delivery and support in class.	1, 2,

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

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted intervention to support language development, literacy and numeracy.</p> <p>Targeted interventions and resources to meet the specific needs to disadvantaged pupils with SEND.</p> <p>Teaching assistant deployment and interventions to support high quality provision within the classroom and delivering structured interventions.</p> <p>One to one and small group tuition</p>	<p>HLTA led pre-teaching sessions for KS2, Speech and Language TA support.</p> <p>EEF research shows that structured, well-planned interventions—especially when delivered by trained staff—can accelerate progress by up to +4 months.</p> <p>Small group tuition EEF Toolkit strand - identifies one-to-one tuition as a highly effective intervention, showing an average impact of +5 months' progress when delivered by qualified staff.</p>	1, 2

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

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-based nurture work to support the wellbeing of those children who have social, emotional and mental health needs.	<p>Social and Emotional Learning (+4 months)</p> <p>Builds resilience and emotional literacy for vulnerable pupils</p>	3

Extra-curricular activities including sport, outdoor activities, arts and culture.	Arts Participation (+3 months) Expands pupils' experiences and background knowledge to support vocabulary and comprehension	4
The use of therapeutic support such as ELSA to help develop self-regulation strategies.	Social and Emotional Learning (+4 months)	3
Contingency for emerging needs	Flexibility to respond to pupil-specific challenges	

Total budgeted cost: £ 10,605

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 6 SATs results July 2023

	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
<i>Pupil Premium</i>	100%	100%	50%
<i>Non-pupil premium</i>	60%	100%	80%

Year 6 SATs results July 2024

	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
<i>Pupil Premium</i>	100%	100%	66%
<i>Non-pupil premium</i>	53%	69%	53%

Year 6 SATs results July 2025

	<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
<i>Pupil Premium</i>	50%	50%	50%
<i>Non-pupil premium</i>	56%	56%	56%

Year 2 SATs results July 2023 – no children in receipt of PPG Year

Year 2 SATs results July 2024 – no children in receipt of PPG

Phonics Screening June 2023 – no children in receipt of PPG Phonics

Phonics Screening June 2024 – no children in receipt of PPG

Phonics Screening June 2025 – 6 children in receipt of PPG

Overall attendance in 2022/23

	<i>Attendance</i>	<i>Persistent absence</i>
<i>Pupil Premium</i>	95.97%	0%
<i>Non-pupil premium</i>	96.22%	1.28%

The difference between PPG and non PPG attendance reduces by 0.21% when excluding 1 child for whom reasonable adjustments were made – and who achieved greater depth in Reading and Maths.

Overall attendance in 2023/2024

	<i>Attendance</i>	<i>Persistent absence</i>
<i>Pupil Premium</i>	93.73%	16%
<i>Non-pupil premium</i>	95.38%	6%

Overall attendance in 2024/2025

	<i>Attendance</i>	<i>Persistent absence</i>
<i>Pupil Premium</i>	92.63%	36.5%
<i>Non-pupil premium</i>	95.52%	6.6%

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.

Programme	Provider
Dynamo Maths	Jelly James Publishing
TT Rockstars	Maths Circle
Mastering Number	NCETM
First Class at Number	Edgehill

Phonics Boost	Reading Planet – Rising Stars
Precision Phonics	Precision Phonics
Beat Dyslexia	LDA
Rocket Phonics	Rising Stars
ALK (Active Literacy Kit)	LDA
Zones of Regulation	Zones of Regulation
Socially Speaking	LDA
ELSA (Emotional Literacy Support Assistants)	ELSA Support
Nessie (Typing intervention)	Nessie

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

