



Pupil Premium Strategy Statement 2025/2026

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	All Saints Laxfield Primary School
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	12.77%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Executive Headteacher
Pupil premium lead	Katharine Minns
Governor lead	Liane Sommers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,240
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	£24,240

Part A: Pupil premium strategy plan

Statement of intent

Our vision

A family. Uniquely made and loved by God.

We are a Good Samaritan (Luke 10 v 25- 37) school where all are treated equally. Despite our differences we are a family; bound together by a sense of belonging and support and founded upon our Christian values of love, forgiveness, friendship, perseverance, thankfulness and respect.

At All Saints, it is important that the vision we have for our school is both for now and the future and that it be rooted in the Christian faith. We want to create an environment in which children thrive and live out the vision that we have for our school.

Jesus told the story of the Good Samaritan to challenge prejudice and show God's enduring love for all. In line with the Church of England's vision for education ' Deeply Christian, Serving the Common Good' we believe the story reflects our commitment to be the best we can for all children and links perfectly with our vision.

Our philosophy

At All Saints, Laxfield Primary School we value the abilities and achievements of all our pupils and are committed to providing each pupil with the best possible environment for learning. We recognise that each child is unique and will have different needs, which may well vary throughout their time in the school. We have planned to spend our Pupil Premium funding to try to give them all the support that they need to reach their potential.

Overcoming barriers to learning is at the heart of our Pupil Premium use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

Our priorities are as follows:

1. Ensuring that there is high quality teaching and learning in every class.
2. Closing the attainment gap between disadvantaged pupils and their peers.
3. Providing targeted academic support for pupils who are not making the expected progress.
4. Addressing non-academic barriers to attainment such as well-being, attendance and behaviour.
5. Ensuring that all disadvantaged pupils have full access for all opportunities provided by the school.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of parental engagement and investment
2	Limited experiences leading to poor cultural capital
3	Low self-esteem and poor mental health.
4	Lack of oracy skills and poor skills in reading, writing and maths.
5	Self-regulation, attention seeking behaviour and social awareness.

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
1. Greater involvement and engagement in their child's education.	<ul style="list-style-type: none"> • Most children reading to an adult 5 times a week, • Parents attending events at the school, including how to support your child's reading and maths at home.
2. Increase experiences leading to improved cultural capital.	<ul style="list-style-type: none"> • Children will learn about the world around them including their local area, their own country and further afield. • Children will be able to participate in all areas of school life and extracurricular opportunities. • They will have a broad knowledge of STEM, the humanities and the arts-including opportunities to perform.
3. Improve children's self-esteem and mental health.	<ul style="list-style-type: none"> • Children will understand the importance of mental and physical health and understand their role in improving it.
4. Improve oracy, reading, writing and maths skills	<ul style="list-style-type: none"> • Children to become fluent readers and have an extensive vocabulary that they can use to express themselves both verbally and in writing. • To become fluent mathematicians.
5. Improve self-regulation, reduce attention seeking behaviours and develop social awareness. Work with parents/carers to help them understand and improve their child's well-being.	<ul style="list-style-type: none"> • Children will have the necessary skills to be able to express themselves appropriately, recognise and begin to manage their own emotions. • Parents will have the skills to recognise and know how to manage their child's emotions.

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: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching.	Fundamental to all children. Teaching and learning monitored by SLT through planning scrutinies, book moderation, lesson observations and dialogue.	2, 3, 4
Embed our chosen writing programme	<p>The Write Stuff</p> <ul style="list-style-type: none"> • Support for teachers so that they have a deeper and more flexible knowledge of sentence structure. • Pupils who understand how to apply sentence scaffolds to their independent writing as they develop their expertise. • Standards improve because many worked examples are provided over the year that extend understanding through a wide range of genres and non-fiction text types. • Children have a clear view of what high quality writing looks like and their learning is structured clearly and misconceptions dealt with. • Pupils know how to improve their writing and make it more focussed and actionable feedback is provided to guide their learning. • Children have a concept of how to build, plan and complete a piece of writing due to narrative maps and non-fiction shapes. • Teachers have clear pathways of how to guide pupils in weak areas such as cohesion and paragraph • EYFS – Drawing Club 	4
Purchase the Spelling Shed subscription	Spelling Shed is a spelling teaching scheme based on cutting edge research into the teaching of spelling.	4
Teach fluency of multiplication tables	TTRS is created by an award-winning team of innovative maths teachers who are passionate about improving maths outcomes for young people and is an award winning platform.	4
Teach formation of letters and numbers and improving the fluency of joins in KS2.	Letter-join is a tried and tested handwriting scheme used by many schools and has been recognised by Ofsted as improving handwriting.	4

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

Budgeted cost: £15,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support in class to assist with their learning.	Teaching Assistant Interventions: Moderate impact for moderate cost based on moderate evidence (+4 months) EEF	4
Use Beat Dyslexia as an intervention	Interventions matched to children have had a positive impact on achievement in Key Stage 2 SATS results.	3, 4
TA targeted interventions e.g. Rapid Readers, Nesy and precision teaching in maths and writing.	Teaching Assistant Interventions: Moderate impact for moderate cost based on moderate evidence (+4 months) EEF	3, 4
Maths - Power of 1 & 2 intervention with TA support.	Power of 1 books provide a highly structured 1:1 maths coaching system, particularly suited to dyslexic and dyscalculic children.	4
Use Language Link for KS1 to develop speaking and listening with TA support.	Recommended by Speech and Language Therapists	4
Weekly LEGO Therapy with identified pupils.	Recommended by SEND specialists and mental health leads.	3, 4, 5

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

Budgeted cost: £8,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to wraparound care (£600)	Extending school time: Moderate impact for moderate cost based on limited evidence (+3 months) EEF	2, 3, 4, 5
Subsidised visits/trips and clubs (£700)	Social and emotional learning: Moderate impact for very low cost based on very limited evidence (+4 months) EEF	2, 3, 4
Subsidise participation in sport including adventurous activities (£500) e.g Whittingham	Physical activity Low impact for very low cost based on moderate evidence (+1 month) EEF	2, 3, 4, 5

New member of staff to be trained as Mental health lead and resources (£1200)	Social and emotional learning: Moderate impact for very low cost based on very limited evidence (+5 months) EEF	3, 4, 5
TA ELSA support 3 afternoons per week with children plus ongoing training sessions. (£5000)	Social and emotional learning. Helping children with issues such as grief as a step before considering the need for a play therapist.	3, 5
Parents attending events at the school, including how to support your child's reading and maths at home, and SEND Zones of Regulation (no cost)	Good practise to support parents and Zones of Regulation are SEND tried and tested.	1, 3, 4, 5
National College subscription – including online safety resources for parents. (£600)	Nationally recognised and certificated training and resources.	1, 3, 5

Total budgeted cost: £24,240

Part B: Review of outcomes in the previous academic year – 2024/2025

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

1. Review of expenditure			
Previous Academic Year		2024-2025	
Teaching			
Challenge (number)	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)
1. Children will achieve good academic outcomes.	<p>Invest in 'The Write Stuff' subscription to improve writing outcomes for pupils. The scheme uses a small-step approach to help children develop a deeper understanding of the writing process (mastery approach).</p> <p>Improved reading resources including purchasing additional phonics books and books to promote reading for pleasure. Improved reading resources for dyslexia readers</p> <p>Specialist SEN training e.g. ASD and dyslexia.</p>	<p><u>Reading</u>: results for PP (% at or above expectation and progress from starting points): Year 1 (0 pupils) – N/A Year 2 (4 pupils) – 25% (75% progress) Year 3 (2 pupils) – 50% (50% progress) Year 4 (2 pupils) – 100% (100% progress) Year 5 (2 pupils) – 50% (50% progress) Year 6 (3 pupils) – 67% (67% progress)</p> <p><u>Writing</u> results for PP (% at or above expectation): Year 1 (0 pupils) – N/A Year 2 (4 pupils) – 25% (75% progress) Year 3 (2 pupils) – 50% (100% progress) Year 4 (2 pupils) – 100% (100% progress) Year 5 (3 pupils) – 0% (100% progress) Year 6 (3 pupils) – 33% (100% progress)</p>	<p>The Write Stuff approach has been successful and we will continue next academic year.</p> <p>Class based texts for teaching reading in class has been successful.</p> <p>Continue with Bug Club Phonics in EYFS and KS1.</p>

	SEN software subscriptions e.g. Dyslexia screening programme	<p><u>Maths:</u> results for PP (% at or above expectation): Year 1 (0 pupils) – N/A Year 2 (4 pupils) – 50% (50% progress) Year 3 (2 pupils) – 50% (50% progress) Year 4 (2 pupils) – 100% (100% progress) Year 5 (3 pupils) – 50% (100% progress) Year 6 (3 pupils) – 33% (100% progress)</p> <p><u>Phonics:</u> Year 1 phonics check: FSM (1 pupils) – 0% working at. Year 2 phonic recheck: FSM (2 pupils) – 100% working at.</p>	
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Targeted academic support

Challenge (number)	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)
1. Children will achieve good academic outcomes.	<p>Catch-up TAs e.g. Rapid Readers, Dyslexia Screener, Nessy and precision teaching.</p> <p>Class-based interventions e.g. Reading Comprehension, Guided Reading texts.</p> <p>Renewal of Language Link subscription – Early Speech and Language intervention.</p> <p>Investment in teaching using Maths Mastery approaches e.g. White Rose, Angles Maths Hub programme</p>	<p><u>Reading:</u> results for PP (% at or above expectation and progress from starting points): Year 1 (0 pupils) – N/A Year 2 (4 pupils) – 25% (75% progress) Year 3 (2 pupils) – 50% (50% progress) Year 4 (2 pupils) – 100% (100% progress) Year 5 (2 pupils) – 50% (50% progress) Year 6 (3 pupils) – 67% (67% progress)</p> <p><u>Writing</u> results for PP (% at or above expectation): Year 1 (0 pupils) – N/A Year 2 (4 pupils) – 25% (75% progress) Year 3 (2 pupils) – 50% (100% progress) Year 4 (2 pupils) – 100% (100% progress)</p>	<p>Continue with targeted interventions.</p> <p>Language Link was successful and subscribe again.</p> <p>Continue working with the Mahs Hub and maths interventions.</p>

		<p>Year 5 (3 pupils) – 0% (100% progress) Year 6 (3 pupils) – 33% (100% progress)</p> <p><u>Maths:</u> results for PP (% at or above expectation): Year 1 (0 pupils) – N/A Year 2 (4 pupils) – 50% (50% progress) Year 3 (2 pupils) – 50% (50% progress) Year 4 (2 pupils) – 100% (100% progress) Year 5 (3 pupils) – 50% (100% progress) Year 6 (3 pupils) – 33% (100% progress)</p> <p><u>Phonics:</u> Year 1 phonics check: FSM (1 pupils) – 0% working at. Year 2 phonic recheck: FSM (2 pupils) – 100% working at.</p>	
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Wider strategies

Challenge (number)	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)
2. Children will have greater cultural capital.	Subsidised trips	<p>All disadvantaged pupils attended school trips and all attended the Year 4/5 residential and Year 6 residential.</p> <p>All took part in school performances.</p> <p>Greater confidence and higher self-esteem achieved.</p>	<p>Continue to subsidise visits and residential trips so all can attend.</p> <p>Continue with arts and performances.</p>
3. Children will be confident and boost self-esteem	<ul style="list-style-type: none"> • Access to wraparound care • Play-based (Lego) therapy 	Breakfast Club was offered and taken up. Pupils who attended were better prepared for the school	Continue to offer breakfast and after school club in 2025/26.

	<ul style="list-style-type: none"> • Subsidised trips • Subsidised uniform • Participation in sport including adventurous activities • Forest school holiday clubs • Sensory resources • ELSA training and resources 	<p>day. After school club allows parents to work, so financially better off.</p> <p>All PP pupils were offered subsidised trips this year and residential for Year 4/5 and Year 6. This was taken up by all eligible pupils. This allows PP pupils to attend, especially the residential.</p> <p>Member of staff started ELSA training and has begun working with pupils. Lego Therapy was successful.</p> <p>This support has helped to improve integration, self-esteem, behaviour in and out of the classroom, including learning behaviours and it has also helped parents/carers.</p> <p>Pupils took part in sports clubs provided</p>	<p>Develop ELSA Support in 2025/26.</p> <p>Continue to offer subsidised trips and residential in 2025/26.</p>
<p>4. Children will have maximum time in their educational environment.</p> <p>Attendance and punctuality rates for pupils eligible for PP are consistent and high.</p>	<ul style="list-style-type: none"> • Access to wraparound care • Free clubs • Play-based (Lego) therapy • Participation in sport including adventurous activities • Sensory resources • ELSA training and resources • Monitor daily attendance and work with the EWO 	<p>Attendance for PP: 94.6%</p> <p>Reasons for absence were due to illness.</p>	<p>Continue to work with parents on attendance and the help we can offer.</p>
<p>5. Children will be mentally and physically healthy.</p> <p>Children will understand the importance of mental and physical health and understand some</p>	<ul style="list-style-type: none"> • Access to wraparound care • Play-based (Lego) therapy • Subsidised clubs • Subsidised trips • Subsidised uniform 	<p>Children are active members of the school community and are very involved in the life of the school. They have benefited from attending wrap around school care, clubs, trips and visits.</p> <p>The resighting and redevelopment of the sensory room has been successful and is used by those</p>	<p>Develop our ELSA offer.</p> <p>Develop the Mental Health Leads role.</p> <p>Continue with Lego Therapy and increase the offer.</p> <p>Develop the sensory room.</p>

<p>strategies to support both of these areas.</p>	<ul style="list-style-type: none"> • Participation in sport including adventurous activities • Forest school holiday clubs • Sensory resources • ELSA training and resources 	<p>who require time out or a place to go to help self-regulate.</p> <p>A member of staff has been attending ELSA training and Lego therapy sessions has been successful.</p> <p>School is training a member of staff to be the Mental Health Lead.</p>	
<p>6. Children will be involved in all aspects of school.</p> <p>Children will be able to participate in all areas of school life and extracurricular opportunities.</p>	<ul style="list-style-type: none"> • Access to wraparound care • Play-based (Lego) therapy • Subsidised clubs • Subsidised trips • Subsidised uniform • Participation in sport including adventurous activities • Forest school holiday clubs • Sensory resources • ELSA training and resources 	<p>Children are active members of the school community and are very involved in the life of the school. They have benefited from attending wrap around school care, clubs, trips and visits.</p>	<p>Continue to provide subsidised or free activities.</p> <p>Ensure PP pupils are involved in sport and attend competitions.</p>
<p>7. Self-regulation, behaviour and social awareness.</p> <p>Children will be able to self-regulate and make appropriate choices.</p>	<ul style="list-style-type: none"> • Access to wraparound care • Play-based (Lego) therapy • Subsidised clubs • Subsidised trips • Subsidised uniform • Participation in sport including adventurous activities • Forest school holiday clubs • Sensory resources • ELSA training and resources 	<p>Pupil's behaviour is extremely good and has been observed by representatives of the Trust and SIAMS inspector.</p> <p>The school sensory room has been very beneficial to children who require assistance self-regulating their behaviour, but it needs to be redesigned to get the maximum benefit.</p> <p>A member of staff has attended ELSA training and is beginning to offer support. Lego Therapy has been a successful intervention and the demand for sessions has increased over the course of the year.</p>	<p>Develop the sensory room.</p> <p>Develop our ELSA offer.</p> <p>Develop the Mental Health Leads role.</p> <p>Continue with Lego Therapy and increase the offer.</p>