Pupil premium strategy statement – Toynton All Saints Primary School

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
Number of pupils in school	132 total (120 Reception to Year 6)
Proportion (%) of pupil premium eligible pupils	17.8%
Academic year/years that our current pupil premium strategy plan covers	2026/27 to 2028/29
Date this statement was published	18.10.2026
Date on which it will be reviewed	July 2027
Statement authorised by	Neil Mitchell, Headteacher
Pupil premium lead	Neil Mitchell, Headteacher
Governor / Trustee lead	Corinna Wright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,650
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£36,650

Part A: Pupil premium strategy plan

Statement of intent

At Toynton All Saints, our ambition is that all pupils, irrespective of socio-economic background or additional need, participate fully in an ambitious curriculum, make strong progress from their individual starting points and achieve well.

Our pupil premium strategy is integral to our wider school development plan. It is based on diagnosis of attainment, attendance, SEND and individual barriers rather than assumptions about disadvantaged pupils as a single group. High-quality, inclusive teaching is at the centre of our approach, supplemented by targeted academic support and wider strategies where assessment identifies a specific need.

Our 2025/26 evidence is nuanced. Across the school, current PP pupils attained 68% in reading, 64% in writing and 82% in mathematics, compared with 77%, 59% and 77% respectively for all pupils. At KS2, PP outcomes were 63% reading, 50% writing, 76% mathematics and 50% combined, compared with 73%, 70%, 63% and 53% respectively for all pupils. PP attendance was strong at 97.9%.

We will therefore prioritise literacy, consistent evidence-informed teaching, adaptive teaching for pupils with SEND/SEMH and strong Reception-to-Year 1 transition, while sustaining strengths in mathematics and attendance. Approximately 27% of the targeted FSM cohort have SEND (23% SEN Support and 4% EHCP), with SEMH the principal area of need.

Challenges

Challenge number	Detail of challenge
1	Reading and writing attainment, particularly at KS2. PP reading is below the whole-school figure and KS2 PP writing was 50% compared with 70% overall. Whole-school PP writing is a relative strength, so the focus is on consistency and KS2 literacy rather than a blanket deficit.
2	Consistency of evidence-informed teaching. School improvement priorities identify a need to secure consistent explicit instruction, modelling, scaffolding, checking for understanding, responsive assessment and metacognitive approaches across the curriculum.
3	Interaction between disadvantage and SEND/SEMH. Around 27% of the targeted FSM cohort have SEND; SEMH is the principal area of need. For some pupils, regulation, engagement, independence and readiness to learn can restrict successful curriculum participation.
4	Securing foundations and readiness for Year 1. EYFS GLD and Y1 phonics PP results were 100% in 2025/26, but each related to one pupil only. Pupil-level assessment and transition information are therefore more meaningful than cohort percentages for identifying gaps.

Intended outcomes

Intended outcome	Success criteria
Improved reading and writing outcomes for disadvantaged pupils	PP pupils make strong progress from individual starting points. The proportion reaching age-related expectations increases, particularly in KS2 reading and writing. Work scrutiny and assessment show improved fluency/comprehension, vocabulary, transcription, sentence construction and composition. Small-cohort evaluation uses pupil-level trajectories alongside percentages.
Consistently effective evidence-informed teaching	Monitoring shows agreed approaches from the EEF '5 a day' implemented consistently: explicit instruction, modelling, scaffolding, questioning/checking for understanding, responsive assessment and metacognitive strategies. PP pupils successfully access an ambitious curriculum. CPD evaluation demonstrates changes in practice and pupil learning.
Improved access, participation and progress for PP pupils with SEND	PP/SEND pupils make strong progress from their starting points and towards individual outcomes. Teaching adaptations are evident and appropriate. SEMH needs are identified early; where regulation, engagement or independence is a barrier, pupil-level evidence shows improvement. Additional support promotes independence.
Strong foundations and successful Reception-to-Y1 transition	PP pupils make strong progress through Reception. Transition assessment identifies gaps promptly; Reception and Y1 practice provides appropriate continuity; pupils entering Y1 below expectations receive diagnostic support and identified gaps close.
Sustain strengths in mathematics and attendance	PP mathematical attainment and progress remain strong while the school develops KS2 mathematics teaching for all pupils. PP attendance remains strong, with any emerging pupil-level attendance issue addressed promptly.

Activity in this academic year

This section follows the DfE menu-of-approaches headings: teaching, targeted academic support and wider strategies.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18,325

Activity	Evidence that supports this approach	Challenge number(s) addressed

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Implement a consistent evidence-informed teaching approach through sustained CPD, modelling/coaching, collaborative planning, subject leadership and monitoring. Focus on explicit instruction, modelling, scaffolding, checking for understanding, responsive assessment and metacognitive strategies.	EEF Guide to the Pupil Premium: high-quality teaching should sit at the heart of an effective strategy. EEF Metacognition and Self-Regulated Learning guidance supports explicit teaching, modelling and scaffolding of strategies for planning, monitoring and evaluating learning.	1, 2, 3, 4
Strengthen teaching of writing, particularly KS2: explicit modelling of composition; oral rehearsal; vocabulary; sentence construction; transcription; planning, drafting, revising and editing; purposeful writing; moderation and analysis of PP work.	EEF Improving Literacy in Key Stage 2 recommends modelling and supported practice of writing composition, development of transcription and sentence construction, purposeful practice and accurate assessment.	1, 2
Strengthen reading instruction through diagnostic assessment of decoding, fluency, vocabulary and comprehension; explicit vocabulary teaching; fluency practice; comprehension modelling and supported practice.	EEF Improving Literacy in Key Stage 2 recommends developing language, fluent reading and explicit comprehension strategies, supported by accurate assessment.	1, 2
Develop adaptive and inclusive teaching for SEND: positive learning environments, explicit instruction, scaffolding, flexible grouping, cognitive/metacognitive strategies, careful TA deployment and gradual removal of scaffolds.	EEF Special Educational Needs in Mainstream Schools emphasises excellent teaching for pupils with SEND and evidence-informed inclusive classroom approaches.	2, 3
Strengthen Reception-to-Y1 continuity in communication and language, early literacy/phonics, early mathematics, self-regulation, independence, transition assessment and information sharing.	EEF pupil premium guidance recommends precise diagnosis and approaches matched to pupils' needs. Implementation will be evaluated using pupil-level transition and assessment evidence.	2, 4

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

Budgeted cost: £10,995

Activity	Evidence that supports this approach	Challenge number(s) addressed
Diagnostic writing intervention: structured small-group or individual support for PP pupils where assessment identifies a precise need in decoding/phonics, fluency, comprehension, vocabulary/oral language, transcription, spelling, sentence construction or composition. Each intervention has a baseline, intended outcome, review point (typically 6 weeks) and link back to classroom learning.	EEF KS2 literacy guidance recommends structured interventions for pupils who need additional support, accurately matched to diagnosed needs.	1
Precision mathematics support where individually required. PP maths is currently a relative strength, so intervention will address diagnosed pupil-level gaps identified during lessons or through Question-Level Analysis rather than assume a cohort deficit.	EEF pupil premium approach: diagnose pupil need and select evidence-informed provision. Targeted support should supplement strong classroom teaching.	2
Targeted PP/SEND provision through assess-plan-do-review where ordinarily available classroom adaptations are insufficient, including pre-teaching/overlearning, language support, academic intervention and scaffolds for independence/executive functioning.	EEF SEND guidance supports combining excellent mainstream teaching with carefully selected additional provision linked to identified need.	1, 3

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

Budgeted cost: £7,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted SEMH, self-regulation and readiness-to-learn support where assessment identifies a barrier. This may include regulation strategies, trusted-adult/check-ins, structured social-emotional interventions, transition support and liaison with parents/carers or professionals. Provision will remain closely connected to successful classroom participation.	EEF SEND guidance emphasises supportive learning environments and inclusive teaching; provision is selected from diagnosed needs within the school's PP/SEND cohort.	3
Remove evidenced individual barriers to curriculum participation. A proportion of funding may be used responsively where a clearly identified educational barrier would otherwise restrict a disadvantaged pupil's participation or learning.	DfE pupil premium guidance permits spending on identified needs and whole-class approaches where these improve outcomes for disadvantaged pupils; PP is not an individual personal budget.	1, 3, 4

Total budgeted cost: £36,650

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our analysis of 2025/26 outcomes shows strengths as well as specific areas for improvement. With small PP cohorts, pupil numbers and individual trajectories should be considered alongside percentages.

Measure	PP pupils	All pupils	Difference
Reading - whole school	68%	77%	-9pp
Writing - whole school	64%	59%	+5pp
Mathematics - whole school	82%	77%	+5pp
KS2 Reading	63%	73%	-10pp
KS2 Writing	50%	70%	-20pp
KS2 Mathematics	76%	63%	+13pp
KS2 Combined RWM	50%	53%	-3pp

EYFS GLD was 100% for PP compared with 62% overall, and Y1 phonics was 100% for PP compared with 92% overall. In each case the PP group contained one pupil, so these figures are not treated as reliable cohort trends.

PP attendance was 97.9%, so attendance is not currently identified as a cohort-wide barrier. It will continue to be monitored at pupil level.

Within the targeted FSM cohort, 23% are at SEN Support and 4% have an EHCP; SEMH is the principal area of SEND need. This has directly informed the 2026/27 emphasis on adaptive teaching, classroom participation, self-regulation and precisely targeted intervention.

Overall, the evidence does not suggest a uniform attainment deficit. Mathematics and attendance are strengths to sustain; reading and KS2 writing require sharper attention; and the interaction between disadvantage and SEND/SEMH is a significant consideration in provision and implementation.

Externally provided programmes

Programme	Provider
Read Write Inc	Ruth Miskin
Accelerated Reader	Renaissance Learning
Times Tables Rock Stars	Maths Circle
Mastering Number	NCETM
Oak National Academy	
Literacy Tree	

Evidence sources used in this strategy

- Department for Education: Pupil premium strategy statement template and guidance for school leaders (current 2026 guidance).
- Department for Education: Pupil premium conditions of grant for the 2026 to 2027 financial year.
- Education Endowment Foundation: Guide to the Pupil Premium.
- Education Endowment Foundation: Improving Literacy in Key Stage 2.
- Education Endowment Foundation: Special Educational Needs in Mainstream Schools.
- Education Endowment Foundation: Metacognition and Self-Regulated Learning.