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	143
Proportion (%) of pupil premium eligible pupils	16.8%
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)**	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Neil Mitchell
Pupil premium lead	Neil Mitchell
Governor / Trustee lead	Sue Belton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,360
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*	£36,360

Part A: Pupil premium strategy plan

Statement of intent

Our objectives are:

- *To narrow the attainment gap between disadvantaged and non- disadvantaged pupils in reading, writing and maths; and for all disadvantaged pupils in school to make or exceed nationally expected progress rates, through high-quality teaching and learning and targeted support.*
- *To ensure that disadvantaged pupils take part in a wide range of experiences and enrichment throughout the academic year.*
- *To support our pupils' health and wellbeing to enable them to access learning at an appropriate level.*

Challenges

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

Challenge number	Detail of challenge
1	Some children continue to have less access to cultural and social experiences which leads to gaps in skills, knowledge and understanding both academic and of the wider world.
2	Pupils coming into Early Years with less-developed language and communication skills
3	Lack of access to resources at home, such as technology and books, causing slower development of knowledge, skills and understanding.
4	Challenging home circumstances, resulting in social and emotional needs at home and school.

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. The gap in outcomes and progress in reading/writing/maths for disadvantaged pupils is reduced.	End of year outcomes for all year groups in 2026 show that disadvantaged pupils

	are closer to non-disadvantaged than in 2025. Evidence-backed interventions are used effectively to support and increase rates of progress for disadvantaged pupils.
2. Disadvantaged pupils are supported where necessary to take part in a range of activities across the school year, in line with non-disadvantaged pupils.	Disadvantaged pupils take part in trips (including residential visits) and access extra-curricular clubs at least in line with non-disadvantaged pupils.
3. Support is delivered for social and emotional needs for disadvantaged pupils, ensuring that there is no gap in behaviour and attendance between disadvantaged and non-disadvantaged pupils.	Attendance figures show no or a reduced gap between disadvantaged and non-disadvantaged pupils. Action has been taken to support families of disadvantaged pupils with behaviour and emotional needs (through ELSA support, TAF, CiN, Early Help)
4. Disadvantaged pupils in Early Years setting show increase in outcomes in communication and language	Pupils at the end of Reception year show increase in attainment in all aspects of English.
5. Disadvantaged pupils have access to resources at home.	All PP children given books to take home and read. Our school library is regularly refreshed with books to support reading of all pupils.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *10,660*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of maths leader to develop quality of maths teaching for all staff to improve outcomes	Highly-skilled and trained maths leader who delivers regionally for the Maths Hub to train all adults in school on effective	1, 3

	delivery of maths mastery across the academic year. EEF Mastery learning +5 months	
Use of staffing to ensure that pupils in KS2 are taught maths in single-aged groups	Reduced class size for disadvantaged pupils, taught by highly-qualified member of staff. EEF reducing class size +1 month	1, 3
Staff training time and resources to be allocated towards high-quality teaching of reading	Focussed development of teacher knowledge ensuring that pupils' reading skills are improved to increase readiness for KS3. EEF Reading comprehension strategies +7 months	1, 3

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

Budgeted cost: £ *15,500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of structured interventions for disadvantaged pupils	Early identification of gaps in learning to be identified, and pre-teach, small group follow-ups and stand-alone planned interventions to be used to close the attainment gap. EEF Individualised instruction +4 months Teaching assistant interventions +4 months	1,3
Small-group teaching for disadvantaged pupils in KS2 English	Identified pupils in KS2 to be taught in small-group situation to ensure that learning can be focussed on their needs and areas where support is required. Kept under constant review. EEF reducing class size +1 month EEF Individualised instruction +4 months EEF Small group tuition +4 months	1, 3
Provision of uniform and other items for disadvantaged pupils where necessary	All pupils, regardless of background to feel welcome and a sense of belonging at the school.	4, 5
Rapid identification of pupils in EY with lower levels of communication and language support interventions put into place	EEF Oral language interventions +6 months	4

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

Budgeted cost: £10,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of curriculum enrichment	Range of experiences and enrichment including activity days to impact positively on attendance and behaviour	2
ELSA support to identify and work with pupils who require pastoral support in school	EEF Social and emotional learning +3 months	4
Subsidies for extra-curricular activities and trips for disadvantaged pupils	All pupils, regardless of background to feel welcome and a sense of belonging at the school. *'Access to extra-curricular provision and the association with outcomes'* Education Policy Institute Feb 2024 *'[results] suggest that disadvantaged children who take part in after school clubs during primary school have higher KS2 results than those who do not, and higher KS2 results than predicted based on their KS1 results and other background characteristics and circumstances.'* 'Out of school activities during primary school and KS2 attainment.' Centre for Longitudinal Studies 2016	2
Purchase of wider range of resources to encourage reading	Pupil are more likely to feel enjoyment in reading when they have material relating to an interest or hobby, and value having the freedom to choose what they read. National Literacy Trust '*Children and young people's reading in 2025'*	1,3, 5
Increase in parental links	Focus on parental engagement with pupil progress through termly bulletins and regular progress updates for pupils. EEF Parental engagement +4 months	5

Total budgeted cost: £ *36,360*

Part B: Review of the previous academic year

Activity	Evidence that supports this approach	Challenge number(s) addressed	Evaluation
Use of maths leader to develop quality of maths teaching for all staff to improve outcomes	Highly-skilled and trained maths leader who delivers regionally for the Maths Hub to train all adults in school on effective delivery of maths mastery across the academic year. EEF Mastery learning +5 months	1, 3	Outcomes in maths across school show increase in pupils (including disadvantaged) achieving EXS+
Use of staffing to ensure that pupils in KS2 are taught maths in single-aged groups	Reduced class size for disadvantaged pupils, taught by highly-qualified member of staff. EEF reducing class size +1 month	1, 3	Pupils across Y3-5 received single-age maths teaching and outcomes and progress in these cohorts improved (see data tables below)
Staff training time and resources to be allocated towards high-quality teaching of reading	Focussed development of teacher knowledge ensuring that pupils' reading skills are improved to increase readiness for KS3. EEF Reading comprehension strategies +7 months	1, 3	Targeted reading development led to increased pupil outcomes in reading and teaching of targeted areas
Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**	
Use of structured interventions for disadvantaged pupils	Early identification of gaps in learning to be identified, and pre-teach, small group follow-ups and stand-alone planned interventions to be used to close the attainment gap. EEF Individualised instruction +4 months Teaching assistant interventions +4 months	1,3	Pre-teach and interventions led to increased progress in phonics and reading for disadvantaged learners.
Small-group teaching for disadvantaged pupils in KS2 English	Identified pupils in KS2 to be taught in small-group situation to ensure that learning can be focussed on their needs and areas where support is required. Kept under constant review. EEF reducing class size +1 month EEF Individualised instruction +4 months EEF Small group tuition +4 months	1, 3	Small-group teaching for for pupils with SEND led to closing of attainment gap and preparation for return to scaffolded learning with peers for some members of group. Pupil voice shows positive pupil response to small-group cohort
Provision of uniform and other items for disadvantaged pupils where necessary	All pupils, regardless of background to feel welcome and a sense of belonging at the school.	4, 5	Identified pupils supported through provision of uniform and items.
Rapid identification of pupils in EY with lower levels of communication and language support interventions put into place	EEF Oral language interventions +6 months	4	
Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**	
Development of curriculum enrichment	Range of experiences and enrichment including activity days to impact positively on attendance and behaviour	2	Attendance remains above National level for all pupil groups (see data below)
ELSA support to identify and work with pupils who	EEF Social and emotional learning +3 months	4	Pupils received ELSA intervention. Parent Voice survey shows positive view

require pastoral support in school			on pastoral support for pupils.
Subsidies for extra-curricular activities and trips for disadvantaged pupils	All pupils, regardless of background to feel welcome and a sense of belonging at the school. *'Access to extra-curricular provision and the association with outcomes'* Education Policy Institute Feb 2024 *'[results] suggest that disadvantaged children who take part in after school clubs during primary school have higher KS2 results than those who do not, and higher KS2 results than predicted based on their KS1 results and other background characteristics and circumstances.'* 'Out of school activities during primary school and KS2 attainment.' Centre for Longitudinal Studies 2016	2	No pupils missed extra-curricular experiences due to financial issues. Parent voice showed strong support for provision of experiences and enrichment for pupils.
Purchase of wider range of resources to encourage reading	Pupil are more likely to feel enjoyment in reading when they have material relating to an interest or hobby, and value having the freedom to choose what they read. National Literacy Trust '*Children and young people's reading in 2025*'	1,3, 5	Pupil voice engaged to identify reading resources required.
Increase in parental links	Focus on parental engagement with pupil progress through termly bulletins and regular progress updates for pupils. EEF Parental engagement +4 months	5	Parent voice shows parents generally feel well-informed on pupil progress and on events in school.

Outcomes for disadvantaged pupils

Summer 2025 PP children (number of children)	*Reading*	*Writing*	*Maths*	*R/W/M combined*
EYFS (3)	*100%*	*33%*	*33%*	*33%*
Y1 (1)	*100%*	*100%*	*100%*	*100%*
Y2 (4)	*50%*	*50%*	*75%*	*50%*
Y3 (1)	*0%*	*0%*	*0%*	*0%*
Y4 (6)	*50%*	*50%*	*50%*	*50%*
Y5 (7)	*57%*	*43%*	*71%*	*43%*
Y6 (8)	*25%*	*25%*	*25%*	*25%*

<u>Phonics screen</u>

PP Pupils (1) = 1/1 Passed

Non-PP Pupils (14) = 14/14 Passed

Attendance 2024-25	*Attendance*	*PA %*
PP pupils	*96.9%*	*13%*
Non-PP	*96%*	*9%*

Attendance for PP children was above that of our Non-PP cohort

Review of 2025 – 26

Intended Outcome: **The gap in outcomes and progress in reading/writing/maths for disadvantaged pupils is reduced.**

Data across the school for RWM start of year vs Summer 2026

July 2025	R	Year 1	Year 2	Year 3	Year 4	Year 5
PP	100% (3)	100% (1)	50% (4)	0% (1)	50% (6)	57% (7)
Non-PP	100% (11)	78% (14)	73% (15)	58% (19)	87% (15)	76% (21)
	0%	+22%	-23%	-58%	-37%	-19%

AVERAGE GAP -19%

July 2026	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PP	100% (2)	100% (1)	67% (3)	0% (1)	50% (6)	43% (7)
Non-PP	58% (12)	78% (14)	50% (14)	42% (19)	60% (15)	57% (23)
Difference	+42%	-22%	+17%	-42%	-10%	-14%

AVERAGE GAP -5%

Gap between PP and non-PP pupils has been reduced from 19% to 5% across Year 1-6

Phonics June 2026	Percentage pass rate	Average score
PP (2 pupils)	2/2 = 100%	35
Non-PP (12 pupils)	10/12 = 83%	35
Difference PP vs Non-PP	+17%	=

MTC June 2026	Percentage 20+	Average score
PP (1 pupil)	1/1 100%	22
Non-PP (19 pupils)	18/19 = 95%	23.5
Difference PP vs Non-PP	+5%	-1.5

Intended Outcome: **Disadvantaged pupils are supported where necessary to take part in a range of activities across the school year, in line with non-disadvantaged pupils.**

All pupils took part in organised activities across the school; PP children subsidised to take part in trips, experiences and residential.

Intended Outcome: **Support is delivered for social and emotional needs for disadvantaged pupils, ensuring that there is no gap in behaviour and attendance between disadvantaged and non-disadvantaged pupils.**

Attendance data 2025-26 PP vs Non-PP children

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Overall
PP	N/A	98.9%	100%	96.7%	98.3%	95.9%	96.8%	97%
Non-PP	97.8%	96.9%	98.4%	97.1%	96.3%	97.4%	95.6%	96.9%
Diff PP vs Non-PP	N/A	+2%	+1.6%	-0.4%	+2%	-1.5%	+1.2%	+0.1%

PP children's attendance is 0.1% higher than Non-PP children.

Data on TAF and ELSA involvement

	ELSA support delivered	TAF support delivered
PP	30% of PP children received ELSA support in 2025-26	15% of PP children received TAF support
Non-PP	21% of non-PP children received ELSA support in 2025-26	2% of Non-PP children received TAF support

Intended Outcome: **Disadvantaged pupils have access to resources at home.**

Reading outcomes (percentage of pupils at expected level for reading)

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Overall
PP	N/A	100%	100%	67%	0% (*1)	50%	57%	62%
Non-PP	77%	75%	85%	72%	73%	87%	78%	78%
Diff PP vs Non-PP	N/A	+25%	+15%	-5%	-73%*	-37%	+10%	-16%

Externally provided programmes

Programme	Provider
Read Write Inc	Ruth Miskin
Maths No Problem	
Accelerated Reader	Renaissance Learning
Times Tables Rock Stars	Bruno Reddy
NELI	Gov.uk
Mastering Number	NCETM

Literacy Tree	