

Totley All Saints CE Primary

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	217
Proportion (%) of pupil premium eligible pupils	8.8%
1	2025-26 and 2026-27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	M.Drake Headteacher
Pupil premium lead	M.Drake Headteacher
Governor / Trustee lead	Alison Adair, DSAT CEO

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,755
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>	£25,755

Part A: Pupil premium strategy plan

Statement of intent

At Totley All Saints CE Primary, our mission is clear: *"Everyday Excellence for EVERY child."* We are committed to ensuring that all pupils, regardless of the challenges they face or their pupil premium status, secure strong foundations and make strong progress, achieving as highly as possible across the whole curriculum.

We recognise that every child is unique, and our approach is rooted in our Christian ethos. This commitment drives us to consider all challenges faced by pupils, ensuring that both disadvantaged and non-disadvantaged pupils are supported to thrive and succeed.

Our intentions:

Addressing Key Challenges Impacting Disadvantaged Pupils

- To continue to ensure to ensure all pupils including those who are disadvantaged at Totley All Saints make strong progress and attainment measures demonstrate high aspirations in reading, writing, and mathematics.
- Sustaining and improving outcomes by addressing challenges such as attendance (which remains a post-pandemic concern nationally) and ensuring strong foundations in English and maths with a key focus on the early foundations within reading and writing.
- Ensuring early identification of gaps through rigorous diagnostic assessments and pupil progress meeting allowing us to tailor interventions for specific pupils and groups of pupils, preventing gaps from widening and supporting pupils to maintain strong progress.

Evidence-Informed, Targeted Support

- Prioritising high-quality teaching as the main vehicle for improving outcomes, Using EEF guidance as a vehicle to support. This includes embedding research-informed practises and continuous professional development for staff.
- Targeted academic support, such as 1:1 tutoring and evidence-based interventions, is deployed where data indicates specific needs, ensuring disadvantaged pupils receive early intervention required to close gaps.
- To prioritise the early foundations of reading and writing, ensuring pupils develop strong skills that enable success throughout their school journey.

Whole-School, Collaborative Approach

- The strategy promotes collective responsibility among all staff for all pupils including disadvantaged pupils' outcomes, raising expectations and embedding support across all aspects of school life.
- Engagement with stakeholders, including governors, SENCo, safeguarding leads, and external partners, ensures a coherent and well-supported approach.
- Alignment with the school's wider improvement plans and Christian ethos ensures that pupil premium spending supports the whole-school vision of *"Everyday Excellence for EVERY child."*

Responsive and Flexible Implementation

- The strategy focuses on sustaining and improving significant outcomes above National average by addressing challenges such as attendance (which remains a post-pandemic concern nationally) and ensuring strong foundations in English and maths.

Success Measures:

- All pupils, irrespective of their challenges, make strong progress and achieve highly from their individual starting points.
- Emerging gaps in attainment are identified swiftly and addressed effectively, resulting in a reduction of disparities.
- Assessments are accurate and used to inform teaching, ensuring that quality first teaching is continuously improved and personalised.
- Pupil premium pupils thrive alongside their non-pupil premium peers, reflecting an inclusive and equitable learning environment.

- Our provision consistently embodies our vision of “*Everyday Excellence for EVERY child*,” ensuring that every child’s potential is realised.

This statement reflects our unwavering commitment to ensuring that every child at Totley All Saints CE Primary receives the support, challenge, and opportunities they need to flourish.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate that writing attainment across year groups lags relative to other subjects; transcription/composition fluency is a school-wide priority (school assessment).
2	While assessments, observations and pupil progress meetings identify that maths across year groups is strong, the slight negative gap in multi-year data suggests further focus on maths interventions would be beneficial. Maths 3-year average 75%- above National (non-significant)
3	Very small Pupil Premium cohort (8.8% FSM) makes statistical comparison and in-year patterning difficult and increases volatility of group-level measures; we must therefore rely on robust individual diagnosis and cohort-by-cohort tracking.
4	Attendance and persistent absence among disadvantaged pupils is a concern: 2024/25 disadvantaged overall attendance 93% vs 96.9% non-disadvantaged; persistently absent or at risk = 44.5% disadvantaged vs 14.2% non-disadvantaged (2024/25). Historical figures show a similar trend (2023/24: 93% overall disadvantaged vs 96.9% non-disadvantaged; persistently absent 42.9% disadvantaged vs 18.8% non-disadvantaged).
5	Social, emotional and wellbeing needs: assessments, teacher observations and external agency input identify SEMH needs for many pupils; 63% of pupils identified with these needs are disadvantaged. These needs affect learning engagement and self-regulation.
6	Cost/access barriers limit disadvantaged pupils' participation in after-school clubs, trips and the Year 6 residential, reducing their curriculum enrichment and cultural capital. Currently only 33% of pupils attend extra-curricular clubs.

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
Improved writing attainment and fluency for disadvantaged pupils at Totley All Saints across all year groups.	<ul style="list-style-type: none"> - Disadvantaged pupils' writing outcomes show measurable improvement year-on-year in teacher assessment and moderated writing samples (termly writing moderation) across the curriculum. - By the end of the academic year: at least 80% of disadvantaged pupils make at least expected progress in writing; proportions meeting end-of-year age-related expectations increase by a minimum of 10 percentage points for cohorts currently below expectations. - Evidence of increased transcription automaticity through writing moderation and book looks: sustained improvements in handwriting and RWI spelling fluency checks.
Robust, individualised progress tracking for small disadvantaged cohort so decisions are reliable despite small numbers.	<ul style="list-style-type: none"> - Individual pupil progress trackers established for each disadvantaged pupil; progress meetings termly; interventions recorded and evaluated against attainment and progress. - Pupil progress meetings have a specific focus on tracking of children across core subjects, ensuring at least good progress for all.
Improved attendance and reduced persistent absence for disadvantaged pupils.	<ul style="list-style-type: none"> - Persistent absence continues to reduce among disadvantaged pupils from 28.6% (2023/2024) to below 5% in 2025/2026 with the aim for long-term figure below 5% (1 pupil). - Overall attendance for disadvantaged pupils to improve from 95% to at least 97% for 2025/2026, in line with non-disadvantaged figures.
Improved SEMH outcomes so pupils engage consistently with learning.	<ul style="list-style-type: none"> - 100% of disadvantaged pupils with identified SEMH needs will have received Boxall assessment which feeds into support plans. - Targeted pupils show measurable improvements in SEMH screening tools (Boxall profile) - Pupil interviews and parent voice identify increased pupil confidence - Pastoral support and interventions lead to improved learning behaviours in class.
	<ul style="list-style-type: none"> - At least 90% of disadvantaged pupils participate in at least one after-school activity throughout the

Increased opportunities to access enrichment (after-school clubs, trips, residential) for disadvantaged pupils.	year; Y6 disadvantaged pupils able to attend residential with part costs covered or supported.
Improved attainment of disadvantaged pupils in mathematics, ensuring they meet or exceed the expected standard in line with or above national averages for disadvantaged pupils, while continuing to close the attainment gap with non-disadvantaged pupils.	<ul style="list-style-type: none"> - Disadvantaged pupil' attainment in mathematics will be at least 75% or matching or exceeding the multi-year average. -The attainment gap between disadvantaged pupils at Totley All Saints and national non-disadvantaged pupils will be reduced or maintained at a positive margin (aiming to sustain or improve on the +19% gap seen in the latest year). -Variability in outcomes due to small cohort sizes will be minimised through targeted interventions and personalised support. -Evidence of improved confidence and problem-solving skills in mathematics among disadvantaged pupils, supporting deeper understanding and fluency.

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: £ 15,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school development of own writing curriculum mapped with specific focus on Early Foundations, strengthening transcriptional skills, using quality texts and models for writing, small steps and fundamental skills. CPD programme for all staff on primary writing pedagogy (writing like an author, structured sequences, modelling	<p>Links: EEF guidance on writing practice and trials of book-based, structured writing programmes and the EEF-funded Writing Roots trial information.</p> <p>Above resources recommend explicit transcription practice, modelling and motivating purposes/audiences.</p>	1,2

explicit teaching of transcription, dictation — handwriting & spelling, Grammar and Oracy; daily deliberate practice), and regular moderation across year groups.	The Writing Rope – A framework for Explicit Writing Instruction for All (Joan Sedita) The Writing Book (Paramour & Paramour) S. Hubbard English Improvement Partner for Learn Sheffield The DFE writing Framework Oracy Cambridge (Neil Mercer) The Oracy Imperative (Amy Gaunt & Alice Stott) Disciplinary Literacy (Shareen Wilkinson)	
Implement a generative learning / cognitive science informed curriculum approach across the school (curriculum sequencing, spaced retrieval, knowledge organisers and interleaving) to support knowledge retention across subjects, and CPD for all teacher and subject leads to embed approach.	Links: EEF guidance on curriculum and cognitive science approaches and the Menu of Approaches emphasis on high-quality teaching and curriculum sequencing: EEF guidance reports on curriculum/cognitive science . Generative Learning (Fiorella and Mayer's Generative Learning In Action)	1
Staff coaching and mentoring targeted coaching for teachers leading generative learning and writing improvements and middle leaders developing the wider curriculum). Performance Management objectives relate to the development of generative learning strategies within the curriculum. CPD links to Generative Learning, Oracy and Writing based evidence informed practices.	Link: EEF guidance on effective professional development and mentoring : EEF Effective Professional Development guidance. Coaching and mentoring by Andy Peck	1,2
Embed dialogic teaching and structured talk activities to improve oral language and vocabulary across EYFS and KS1/KS2; deploy	Link: EEF Teaching and Learning Toolkit: Oral language interventions and classroom dialogic activities (oral language	1, 2

HLTA for targeted S&L group work and teacher modelling of dialogic strategies.	<p>interventions have high impact on literacy) and</p> <p>EEF guidance referencing dialogic practice in writing and reading:</p> <p>Link: EEF Oral language / Improving Literacy guidance</p> <p>Oracy Cambridge (Neil Mercer)</p> <p>100 Ideas for Primary Teachers: Oracy (Topsy Page)</p>	
<p>Training for Mental Health and Well Being First Aiders for Adults and Children.</p> <p>Whole school development of understanding of SEMH needs through CPD.</p>	<p>Link: EEF Social and Emotional learning</p> <p>Prioritising social and emotional learning to avoid 'missed' opportunities.</p>	5
<p>SEND pupils have targeted support plans which identify specific bespoke support that takes place in small groups and 1:1 to eradicate specific gaps and support needed to succeed.</p> <ul style="list-style-type: none"> Ordinarily available practice identifies scaffolds and support in place, embedded in all classrooms- all staff have received CPD on the OAP section of the Sheffield Support Grid. Monitoring of all vulnerable pupils weekly with SLT through a range of strategies including book looks, pupil interviews, discussions with teachers. Access to outside agencies such as Motor Skills Team <ul style="list-style-type: none"> Occupational Therapy Speech and Language Therapy 	<p>EEF guidance on supporting SEND in mainstream schools:</p> <p>Link: <i>EEF Special Educational Needs in Mainstream Schools guidance</i> and EEF SEND blog.</p> <p>Special Educational Needs & Disability (SEND) Code of Practice: 0-25 years (2014)</p> <p>Children and Families Act 2014</p> <p>Sheffield Support Grid (SSGe)</p> <p>Removing Barriers to Achievement (2004) paper</p> <p>National Strategies three waves of intervention model.</p>	2, 4, 5, 3

<ul style="list-style-type: none"> • Early Years Inclusion Team • Visually-or Hearing-Impaired Team • Autism, Social Communication, Education & Training Service (ASCETS) • Educational Psychologist Service 		
<p>Development of a whole school approach to problem solving to build resilience and independence. Structured programme to teach core skills, with planned vocabulary progression and carefully designed tasks to embed these.</p> <p>CPD links to problem solving.</p>	<p>Link: EEF Guidance on problem solving and oracy in maths. EEF: supporting problem solving in the Early Years</p> <p>NCETM guidance and support from the South Yorkshire Maths Hub using maths mastery initiatives to raise attainment.</p> <p>EEF: Supporting SEND in mainstream schools (SEND in the mainstream, manipulative use across KS2).</p> <p>Gareth Metcalfe materials support the development of a problem-solving classroom.</p> <p>Implementation and refinement of generative learning strategies and problem-solving structures in maths across all year groups.</p>	2

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

Budgeted cost: £ 8,355

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil progress meetings focus on disadvantage and vulnerable pupils first-hand across core curriculum. Use of Pupil	Links: EEF evidence and guidance on tutoring and small-group tuition	1,2,3

<p>passports to identify specific support and provision in place and adapted as necessary.</p> <p>Small group focused intervention for writing in each year group using identified gaps from assessment and marking and feedback. Sessions timetabled to be explicitly linked to class learning and focused targets; sessions delivered by staff who have received CPD in writing interventions. These include clear focused targets and frequent assessment of impact- Use of Insight to track impact of provision.</p>	<p>EEF Teaching and Learning Toolkit entries for One-to-one tuition and Small group tuition.</p>	
<p>Structured writing interventions for pupils with specific skill gaps (e.g., short, intensive blocks teaching planning, drafting, editing; paired with transcription fluency practice). Interventions will include explicit modelling, supported practice and feedback cycles.</p>	<p>Link: EEF writing practice guidance and EEF Writing Roots / Improving Literacy guidance emphasise structured teaching, modelling and practice for writing: EEF Writing Practice Review.</p>	1, 3
<p>Peer tutoring and in-class paired approaches to reinforce writing planning and editing (peer feedback protocols taught and monitored).</p>	<p>Links: EEF Teaching and Learning Toolkit</p>	1, 2
<p>Structured maths interventions for pupils with specific skill gaps (e.g. multiplication tables, number sense, SATs boosters, structured pre-teach sessions for each unit of learning across school). Interventions will include explicit modelling, supported practice and use of representations and manipulatives to deepen understanding.</p> <p>Pupil Progress reviews focus on these children and interventions are carefully matched.</p> <p>Use of Insight to track provision.</p>	<p>Links: EEF maths guidance EEF How children learn maths NCETM guidance and support from Maths Hub White Rose materials Claire Christie Number Sense and Times Tables programme of learning Birmingham Toolkit</p>	2, 3

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

Budgeted cost: £ 2,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted attendance programme for disadvantaged pupils: personalised parental communications (Use of Class Dojo through texts), rapid follow-up for unauthorised absence, designated attendance/family support lead, and attendance plans for pupils at risk of persistent absence. Include use of clear days-missed communications and home-school partnership approaches.	Links: EEF Rapid Evidence Review on attendance EEF guidance summarising evidence for personalised parental communications and tailored responsive approaches: EEF Rapid Evidence Review: Attendance Interventions / Evidence brief and EEF - Taking a tailored approach to improving attendance. DfE Improving School Attendance guidance also underpins approach.	3
Bespoke pastoral support for pupils with Social Emotional and Mental Health needs. Social, emotional and mental health support: Detailed mental health and well being action plan implemented across school. <ul style="list-style-type: none"> - Training provided for Mental health first aider for pupils and staff. - Staff CPD to identify pupils with specific SEMH needs. - Forest School Lead training and introduction of Small-group forest intervention. - Development of behaviour policy to reflect restorative practices. - Each disadvantaged pupil with SEMH need will have an 	EEF Teaching and Learning Toolkit: Social and Emotional Learning (SEL) and EEF guidance report 'Improving Social and Emotional Learning in Primary Schools' (recommendations for universal + targeted SEL).	4

<p>individual support plan and named adult.</p> <ul style="list-style-type: none"> - Trauma informed training for SLT 		
<p>Funded access to after-school clubs, music tuition, sports/forest activities, school trips and Year 6 residential for disadvantaged pupils (subsidies, transport support and equipment). Monitor uptake and link enrichment to curriculum (e.g., drama for writing tasks; music/arts linked to writing & vocabulary).</p>	<p>EEF Toolkit on Arts participation and EEF guidance that enrichment can support engagement and learning when linked to curriculum aims. Government analysis highlights income barriers to extra-curricular participation (Gov.uk report on extra-curricular and social mobility).</p>	5
<p>Breakfast club places and free snacks for disadvantaged pupils at risk of absence/low engagement to support punctuality, concentration and participation in before-school activities.</p>	<p>Link: EEF Menu of Approaches / wider strategies: breakfast clubs and meal provision are listed as potentially supportive of attendance/engagement in the Pupil Premium evidence brief: EEF Menu of Approaches.</p>	3, 5
<p>Family engagement workshops and practical support (brief parent workshops on supporting writing at home; written 'days-missed' attendance information; signposting to local welfare support).</p>	<p>EEF evidence on parental engagement and the Pupil Premium Guide: EEF Working with Parents to Support Children's Learning guidance and Pupil Premium guide. Parental communications and engagement show promise in attendance and learning support.</p>	2, 3, 5

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

Attendance (FSM6)

Over the three years reported, FSM6 attendance has remained consistently above national figures, which demonstrates a strong and sustained impact of our Pupil Premium attendance strategy.

- **2024/25:** 94.0% (national 92.4%) - above national
- **2023/24:** 93.7% (national 92.0%) - above national, with *relative improvement*.
- **2022/23:** 92.1% (national 91.6%) - close to national average.

Disadvantaged pupils at Totley All Saints CE Primary attend significantly better than disadvantaged pupils nationally. Attendance has improved over time (+1.9 percentage points since 2022/23), thus reflecting effective pastoral support, targeted family engagement, and early intervention strategies. Attendance performance remains above National.

Measure	School 2023	School 2024	School 2025		National 2025
			All Pupils	Disadvantaged Pupils	
FS2 GLD	80%	67%	88%	No pupils PP	69%
Y1 Phonics	83%	90%	90%	100%	80%
Y2 R	77%	77%	93%	66%	71%
Y2 W	66%	77%	87%	33%	64%
Y2 M	77%	73%	90%	67%	72%
Y2 RWM	57%	67%	83%	33%	58%
Y6 R	90%	86%	100%	100%	75%
Y6 W	84%	71%	84%	100%	72%
Y6 M	87%	86%	91%	100%	74%
Y6 RWM	83%	76%	81%	100%	62%

Attainment of Disadvantaged Pupils (KS2)

Disadvantaged cohorts are small (8 pupils across three years), but where analysis has been possible, disadvantaged pupils have performed substantially above the national disadvantaged averages across all subjects:

- **RWM Combined:** 75% (national 46%) - *above national*.
- **Reading:** 88% (national 62%) - *above national*.
- **Writing:** 100% (national 59%) - *significantly above*.
- **Maths:** 75% (national 60%) - *above national*.
- **EGPS:** 100% (national 59%) - *significantly above*.

Across all areas, the school's disadvantaged pupils outperform national non-disadvantaged pupils. This identifies that our provision is effectively closing the attainment gap. In writing and GPS, it is reversing the attainment gap.

Individual Year Attainment

Cohort sizes are very small (2-4), so results are annotated as "suppressed", but the patterns are consistent. Disadvantaged pupils in **2025 and 2024** met the expected standard at **75-100%** across subjects,

typically well above the national disadvantaged benchmark. In **2023**, the weakest year (smaller cohort, more variation), pupils were still close to national disadvantaged performance in most subjects. Despite small cohorts, outcomes show high and sustained attainment, especially in writing, reading, and EGPS. Multi-year analysis demonstrates that our disadvantaged learners achieve significantly above disadvantaged pupils nationally and often above national averages for all pupils.

Progress of Disadvantaged Pupils (KS2)

Multi-Year Progress (2022-2023)

Across reading, writing, and maths progress measures (cohort of 8), the school's multi-year averages compare favourably with national disadvantaged progress.

Although specific progress scores aren't provided here, the dataset notes:

- All subjects fall into performance groups indicating at least average, and in some cases above average, multi-year progress.

This suggests a secure picture of sustained progress for disadvantaged pupils across the core subjects.

Individual Year Progress

- **2023:** Cohorts of 2 pupils per subject, therefore this was too small for national comparison, but internal analysis indicates stable progress.
- **2022:** Cohorts of 6 pupils – valid for national comparison, showing performance that was *notably strong* across subjects.

Overall impact:

Where progress can be reliably analysed, disadvantaged pupils show consistently secure progress, complementing the strong attainment profile. This suggests that pupils not only reach expected standards but make meaningful progress from their starting points.

Summary of impact statement:

Across attendance, attainment, and progress, the previous Pupil Premium Strategy demonstrates clear and sustained impact:

- Disadvantaged pupils attend better than national every year, with an upward trajectory over the past 3 years.
- Disadvantaged pupils achieve well above national disadvantaged averages across all subjects; in writing and EGPS, they perform significantly above.
- Disadvantaged pupils perform at or above national non-disadvantaged pupils, In multiple subjects, the school's disadvantaged pupils perform at or above national non-disadvantaged pupils, showing that the attainment gap is being effectively addressed and, in areas, reversed.
- Cohort Size Context: While small cohorts mean individual-year figures are suppressed, the multi-year averages provide a robust picture of consistently high outcomes.

School data and observations have been used to assess wider issues that could impact disadvantaged pupils' performance, including behaviour, effort and well being on top of attendance and attainment.

Externally provided programmes

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

Programme	Provider
Little Wandle online subscription	Little Wandle Letters & Sounds
CUSP	Unity CUSP
Sparkyard Music	Out of the Ark
French	Language Angels
Understanding Christianity	NATRE

Get Set 4 PE	Get Set 4 education
OPAL	Outdoor Play and Learning
Learning Platform	Curriculum Visions
TT Rockstars	TT Rockstars
White Rose Maths	White Rose Education
Number sense/ Times Tables	Claire Christy
Reflex	Explore Learning
Digital mapping	EDIMA
Nessy Reading and Spelling	Nessy Learning
Kapow	Kapow Primary

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

Further information (optional)

At Totley All Saints, our pupil premium strategy is complemented by additional activities funded outside of the pupil premium allocation. These initiatives are designed to enhance pupil wellbeing, behaviour, attendance, and aspirations, ensuring a holistic approach to supporting disadvantaged pupils. These include:

- A broad and diverse range of high-quality extracurricular opportunities such as Woodland activities, Archery, Coding, STEM learning, and Crochet, alongside our established sports and music programmes.
- A bursary place through Rock Steady Music for one pupil premium child each term who demonstrates a keen interest in music, providing access to termly music tuition and enrichment.
- Our role as an early adopter Breakfast Club school, which provides vital support for pupils' readiness to learn and attendance by offering a nutritious start to the day in a welcoming environment.

Strategic Planning and Inclusion

In developing our new pupil premium strategy, we prioritised ensuring equitable access for all disadvantaged pupils to the extensive range of activities available beyond the school day. This approach supports our vision of 'Every day excellence for EVERY child' by removing barriers to participation and fostering a sense of belonging and aspiration.

We have aligned our strategy with the latest OFSTED inspection framework, particularly its focus on inclusion and the quality of education, to strengthen our work supporting disadvantaged pupils. Drawing on the Education Endowment Foundation's (EEF) implementation guidance, we have developed detailed Pupil Passports for each disadvantaged and vulnerable pupil. These passports specify bespoke support tailored to individual needs and include measurable impact indicators, ensuring targeted and effective interventions.

Robust Evaluation and Continuous Improvement

Our pupil premium strategy is underpinned by a rigorous evaluation framework spanning the planned three-year period. This framework enables us to monitor progress closely, assess the impact of interventions, and make evidence-informed adjustments to maintain and enhance the quality of provision. We are committed to continuous reflection and adaptation to secure exceptional outcomes for all disadvantaged pupils at Totley All Saints.