

Pupil premium strategy statement

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
School name	All Faiths Children's Academy
Number of pupils in school	219
Proportion (%) of Pupil Premium eligible pupils	31.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years (2025 – 2028)
Date this statement was published	31/12/25
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs K.Jones
Pupil premium lead	Mr A Kershaw
Governor / Trustee lead	Mr D. Morrison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 99,590
Recovery premium funding allocation this academic year	£ 0
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	£ 99,590

Part A: Pupil premium strategy plan

Statement of intent

At All Faiths Children's Academy, we have high aspirations and ambitions for every child. We believe that no child should be left behind and that success is determined not by background, but by passion for learning, resilience, and commitment. Our aim is for all pupils, including those from disadvantaged backgrounds, to fulfil their potential and leave our school fully prepared for secondary education, equipped with the required standards in English and mathematics, and ready to access the wider curriculum and enrichment opportunities.

Our approach is underpinned by our core values: **Respect, Resilience, Responsibility, Kindness, Inclusion, and Aspiration**. These values guide our strategy to ensure equity, excellence, and opportunity for all.

Ultimate Objectives for Disadvantaged Pupils

- For Pupil Premium (PP) pupils to achieve and progress in line with their non-PP peers across the curriculum.
- For an increasing proportion of PP pupils to work at Greater Depth or closer to Greater Depth across subjects.
- For PP pupils to attend school in line with their non-PP peers.
- For PP pupils to have access to the same enrichment opportunities as their peers, fostering aspiration and inclusion.

Guiding Principles

We will provide a culture where:

- Staff believe in **ALL** children and hold high expectations.
- There are no excuses for underperformance.
- Staff adopt a solution-focused approach to overcoming barriers.
- Staff support children to develop positive dispositions towards learning.
- We actively shape attitudes and habits through cognitive education, enabling pupils to become masters of their own learning.

We will ensure that:

- ALL staff are aware of who PP and vulnerable children are.
- Underachievement at all levels is targeted, not just for lower-attaining pupils.
- Individual needs are considered carefully so that support is tailored for pupils who could achieve even more.

Teaching and Learning

We will continue to ensure that all children receive high-quality teaching, with increasing percentages of outstanding practice achieved by:

- Setting high expectations.
- Ensuring pace and challenge within lessons.
- Addressing any within-school variance.
- Sharing good practice and drawing on internal expertise.
- Assessing accurately and using joint moderation.
- Providing wider opportunities such as university visits, trips, and residential.

Monitoring and Evaluation

- We will ensure that:
- A wide range of data is used – achievement and progress data, pupils' work, observations, learning walks, and staff, pupil, and parent voice.
- Assessment data is collected and monitored regularly to measure impact.
- Assessments are closely moderated for accuracy.
- Teaching staff attend regular pupil progress meetings to review identification and provision.
- Regular feedback is given to children and parents.
- Interventions are adapted or changed if they are not effective.
- Research evidence (such as EEF guidance) informs our strategies.

Wider Support and Opportunities

- To ensure PP pupils have equal access to opportunities and high aspirations, we will:
- Provide targeted academic support through evidence-based interventions.
- Follow best practice in the deployment of Teaching Assistants.
- Offer breakfast club, subsidised trips and residential, after-school clubs, and enrichment activities.
- Use pastoral support including play therapy.
- Employ attendance strategies to ensure PP pupils attend in line with peers.

Challenges

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

Challenge number	Detail of challenge																		
1	A high percentage of pupils entitled to Pupil Premium are also on the Academy's SEN register (30%) This affects their learning across all curriculum areas.																		
2	<p>Pupil premium achieve lower than their peers in all subjects when figures are analysed across the whole school.</p> <p><u>Table comparing the percentage of Pupil Premium pupils (without SEN) who are achieving at an age-appropriate level with pupils who are not pupil premium who are achieving at an age-appropriate level (Summer 2 24/25)</u></p> <table border="1"> <thead> <tr> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>PPG/no SEN</th> <th>Not PPG/no SEN</th> <th>PPG/no SEN</th> <th>Not PPG/no SEN</th> <th>PPG/no SEN</th> <th>Not PPG/no SEN</th> </tr> </thead> <tbody> <tr> <td>64%</td> <td>71%</td> <td>51%</td> <td>65%</td> <td>68%</td> <td>75%</td> </tr> </tbody> </table>	Reading		Writing		Maths		PPG/no SEN	Not PPG/no SEN	PPG/no SEN	Not PPG/no SEN	PPG/no SEN	Not PPG/no SEN	64%	71%	51%	65%	68%	75%
Reading		Writing		Maths															
PPG/no SEN	Not PPG/no SEN	PPG/no SEN	Not PPG/no SEN	PPG/no SEN	Not PPG/no SEN														
64%	71%	51%	65%	68%	75%														
3	Attendance is a concern for Pupil Premium Pupils with 13.2% with less than 90% attendance (data from 24/25 academic year). This will have a negative impact on progress.																		
4.	Some Pupil Premium Pupils are not able to access learning in the morning due to emotional flooding or hunger.																		
5	A high percentage of pupils are witness to DV and DA, or receive inconsistent parenting.																		
6	Pupil's wellbeing and mental health has been affected by the long period of school closure. Parents mental health has also been impacted which has affected their children.																		

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
<p>1. <u>Ensuring high quality teaching and targeted, impactful interventions resulting in improved outcomes for Pupil Premium pupils (Greater numbers/% achieving age related expectations)</u></p> <p>Why? There continues to be a gap between PP Pupils and their non PP Peers in a number of subjects and year groups. Quality first teaching is a priority for all pupils, Quality First teaching will ensure that pupils do not fall behind, their learning is of a high quality and challenging and their needs regularly</p>	<p>The percentage of pupils achieving age related outcomes will increase year on year.</p>

<p>reviewed and addressed. All pupils including those entitled to PP will meet age-related expectations and make good progress with increasing numbers reaching greater depth due to higher aspirations, expectations and more challenging lessons.</p>	
<p>2. <u>Ensuring the prompt and ongoing evaluation of the needs and barriers of pupils entitled to Pupil Premium to ensure that actions are targeted carefully and have greatest impact on the pupils learning and wellbeing.</u></p> <p>Why? Pupil Premium pupils vary in their needs which when planning interventions and support these are taken into account. Our strategy and actions are fluid and regularly reviewed through both discussion and data and all adults understanding the needs of the child. Their needs or barriers may be addressed in a number of ways and this will vary term by term, year by year and as cohorts vary and include things such as ELSA, specific interventions, Speech and Language etc.</p>	<p>Interventions will be planned once the needs of a cohort have been ascertained. Pupils will be selected for interventions after rigorous analysis of data and discussions with relevant adults, they will then be prioritised by need.</p> <p>Termly reviews will take place to enable progress to be monitored. PP pupils will make progress against the targets set within each intervention.</p> <p>For the 25/26 academic year, whole-class targets have been set for all individual children. PP children have been identified to make teachers aware of who they are and to ensure that their progress is being accurately tracked through-out the year.</p>
<p>3. <u>Improving the attendance of Pupil Premium pupils.</u></p> <p>Why? The attendance of Pupils at All Faiths is slightly above the National Average, however there is a core of non-attender pupils who are having an impact on these figures. The attendance of Pupil Premium pupils is below that of their peers and remains so despite intensive intervention. The attendance officer will now work to break down attendance barriers with these pupils and families.</p>	<p>All groups of pupils will have attendance of at least 90%. If pupils are persistent absentees learning will be provided to continue to access education at home, if they are able.</p> <p>Our dedicated attendance officer has been and will continue to be tenacious when improving attendance percentages.</p>
<p>4. <u>Support children and families who have witnessed or experienced DV or DA to reduce the emotional impact and lifelong influence</u></p> <p>Why? There is a high level of DV and DA in Medway with an increasing trend that is above the national average. It is also identified that 'Children were present in the house in 40.9% of DA cases, and over 20% of the time the victim thought the child had witnessed DA incidents'(Kent Public Health Observatory Domestic Abuse Needs Assessment, Oct. 2020). This has an impact on the child's emotional wellbeing, behaviour and cognitive ability to learn</p>	<p>Requests for information are responded to in a timely manner and support is provided for children and families who have, or are, experiencing DV and DA to enable them to have their needs met.</p>

<p>5. To enable all children to enter class showing behaviour for learning and readiness to learn.</p> <p>Why? A proportion of All Faiths pupils live in unsettled households or in households where finances are stretched, therefore they enter school unsettled or hungry. In order to allow them to settle prior to school pupil premium pupils are invited to attend Breakfast Club free of charge so they can separate from the home environment to reduce emotional flooding and receive a nourishing breakfast.</p>	<p>Pupils will enter class calm and ready to learn as their primary needs will be met.</p>
<p>6. To promote good mental health across the entire school community.</p> <p>Why? Pupil's wellbeing and mental health has been affected by the long period of school closure. Parents mental health has also been impacted which has affected their children. A range of interventions are to be made available, depending on the level of need of pupils – ELSA, Mental Health Support Worker, Play Therapist. Parents can be signposted to services by the DSLCF.</p>	<p>Pupils well-being will increase to reduce emotional flooding and give them the strategies to self-regulate their emotions and express them in an appropriate way.</p>

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: £8,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strood Hub CPD Training Days	Thinking skills are used effectively across the school to enhance learning opportunities for all pupils. The EEF toolkit states metacognition has very high impact for very low cost based on extensive evidence.	1
IHasco training	Safety for pupils is increased and Thinking skills are effective (see above).	1
TA's attend training and are encouraged to 'up-skill' themselves.	The EEF toolkit suggests there is a high impact outcome for interventions that are run by TAs.	1

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

Budgeted cost: £54,124

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions for Speech and Language, Emotional Literacy, maths and Precision Teaching run by Teaching Assistants.	The EEF toolkit suggests there is a high impact outcome for interventions that are run by TAs. Oral learning interventions have been seen to be very high impact for very low cost based on extensive research. Self-regulation has also been proved to be an approach which is very high impact for very low cost.	1 2
On-line interventions to be funded for identified pupils (Nessy/Dynamo)	Research has proved that these interventions have a high impact compared to cost, when used regularly and effectively.	1 2

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

Budgeted cost: £36,526

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated Attendance officer, rewards for attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	3
Designated Safeguarding Lead for Children and Families (DSL CF) to be employed full time.	The latest OFSTED report says that 'The arrangements for safeguarding are effective.' And 'Leaders make pupils' safety and well-being their number one priority.' This is achieved by giving the DSL CF a permanent full-time role. 10111417-All-Faiths-Childrens-Academy-138182-final-pdf.pdf	5 7
Breakfast club to be subsidised and free for Pupils in receipt of PPG.	The Department for work and pensions identifies that 'Before the coronavirus pandemic, as many as 1.7 million children in the UK were living with food insecurity, at risk of hunger in the morning, according to government figures.' Households below average income: an analysis of the income distribution FYE 1995 to FYE 2020 - GOV.UK (www.gov.uk) In the 6 months March-August 2020, the Food Foundation reported that 2.3 million children were living in households that had experienced food insecurity.	6
Play Therapist to be available to pupils where there is an identified need.	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	7

Total budgeted cost: £99,590

Part B: Review of the previous academic year Outcomes for disadvantaged pupils

<p><u>Priority 1</u> Ensuring high quality teaching and targeted, impactful interventions resulting in improved outcomes for Pupil Premium pupils (Greater numbers/% achieving age related expectations and greater depth)</p>	<p><u>Attainment:</u></p> <p>When comparing the 23/24 and 25/25 academic years, the 24/25 academic year saw children receiving PPG achieve greater attainment. This indicates that our strategy is having a positive impact:</p> <p>PP children who achieved expected or above age-related expectations the end of the 23/24 academic year: Reading = 48% Writing = 29% Maths = 48%</p> <p>PP children who achieved expected or above age-related expectations the end of the 24/25 academic year: Reading = 52% Writing = 40% Maths = 58%</p> <p>End of KS2 SATs results in 24/25 also saw children receiving PPG match or outperform non-PPG receiving children:</p> <p>Children achieving the expected standard or greater depth in Reading: PP: 73% Non-PP: 67%</p> <p>Children achieving the expected standard or greater depth in Writing: PP: 84% Non-PP: 67%</p> <p>Children achieving the expected standard or greater depth in Maths: PP: 73% Non-PP: 73%</p> <p><u>Progress:</u></p> <p>On average, pupils not receiving PPG were found to make more progress than those receiving PPG last academic year. However, the rate of progress for children receiving PPG has increased from the previous academic year.</p>
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		Progress for the 23/24 academic year			
		Reading	Writing	Maths	
		PP	+0.6	+0.2	+0.8
		Non-PP	+0.7	+0.5	+1.0
		Progress for the 24/25 academic year			
		Reading	Writing	Maths	
		PP	+0.6	+0.5	+0.9
		Non-PP	+0.9	+1.0	+1.3
<u>Priority Point 2</u> Ensuring the prompt and ongoing evaluation of the needs and barriers of pupils entitled to Pupil Premium to ensure that actions are targeted carefully and have greatest impact on the pupils learning and wellbeing.	<p>Interventions were planned by the SENCO to address specific areas of need. Class teachers planned in-class intervention for pupils who were finding the curriculum a challenge and needed extra catch-up sessions.</p> <p>Interventions that have had an impact will continue during 2025 – 26 academic year. Teachers will identify gaps in learning during the morning, or using PiXL assessments, and TA's will address these explicitly during the 1st hour of the afternoon.</p>				
<u>Priority Point 3</u> Improving the attendance of Pupil Premium pupils.	<p>There are 9 children who are in receipt in PPG whom attendance has been a concern.</p> <p>The attendance officer has monitored these children closely. Attendance meetings are planned and interventions are in place in order to improve attendance.</p>				
<u>Priority Point 4</u> Support children and families who have witnessed or experienced DV or DA to reduce the emotional impact and lifelong influence	<p>7 pupils in the school have witnessed, or live-in families where there has been, DV or DA within the last year. These families have been supported by the DSLCF, and other members of school staff. The parents have been supported to engage with the police and to seek alternative accommodation. The children have been supported by the school ELSA, DSLCF and SENCO to ensure that their mental and emotional well-being is protected. The school has liaised with external services where necessary.</p>				
<u>Priority Point 5</u> To enable all children to enter class showing behaviour for learning and readiness to learn.	<p>During the 23/24 academic year, 41% of the children who attended breakfast club were in receipt of PPG.</p> <p>During the 24/25 academic year, 50% of the children who were regularly attending breakfast club were in receipt of PPG.</p>				
<u>Priority Point 6</u> To promote good mental health across the entire school community.	<p>The Mental Health Support Worker from NELFT has supported 10 pupils which were in receipt of PPG.</p> <p>Our DSLCF is currently supporting 9 children who are receipt of PPG.</p> <p>For the 24/25 academic year, PULSE will continue to be used in Years 3, 4, 5 and 6 as a way for children to 'check in' with their</p>				

	mental wellbeing. They complete a series of questions which asks them to reflect on their wellbeing. If there are any concerns, this gets flagged to our safeguarding lead who can then check in with the children.
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Externally provided programmes

Programme	Provider
Nessy Literacy Support	Nessy Literacy Support Literacy support for dyslexia that follows the Science of Reading Nessy
Dynamo maths support	Dynamo maths support Dynamo Maths – Helping Overcome Dyscalculia & Maths Difficulties
Speechlink	Speechlink Speech and Language Link
Languagelink	Languagelink Speech and Language Link