



Latymer All Saints C of E Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium for the academic years 2024-2025 funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Latymer All Saints C of E Primary School
Number of pupils in school	509
Proportion (%) of pupil premium eligible pupils	32% (160 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sandra Johnson Headteacher
Pupil premium lead	Elisabet Coffi Rope AHT/DSL/SENCO
Co-Chairs	Helen Nicholls, Daniel Edwards

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year 2022-2023	£283, 970
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Latymer All Saints C of E Primary Pupil Premium Strategy Plan

Statement of intent

In our school:

We love deeply, respecting everyone and treating them with dignity;
we aspire with confidence, working hard and embracing challenge and
we serve God and the community, following the example of Jesus, to create a better world.

Ephesians 5:2 (NLT)

*“Live a life filled with love, following the example of Christ.
He loved us and offered himself as a sacrifice for us.”*

At Latymer All Saints C of E Primary School, our core objective is to ensure that all pupils — regardless of their socio-economic background, personal circumstances, or additional challenges — make good progress and achieve high standards across all subject areas. Our Pupil Premium strategy focuses specifically on disadvantaged pupils, supporting them to succeed academically and socially, while also enabling those who are already achieving well to reach even greater heights.

We are keenly aware of the additional barriers faced by vulnerable pupils, including those with social workers and young carers. The actions outlined in this strategy are designed to meet the needs of these pupils, whether they are officially classed as disadvantaged or not.

Key Principles of Our Strategy:

- **Quality First Teaching:** We believe that delivering consistently high-quality teaching is the most effective way of closing the attainment gap. This approach benefits all pupils and is central to our strategy for supporting those eligible for Pupil Premium funding.
- **Curriculum Access:** Our strategy ensures that disadvantaged pupils can fully engage with our broad and stimulating curriculum by addressing barriers to learning and enhancing their overall life opportunities.
- **Early and Informed Intervention:** We adopt a proactive, data-informed approach to identifying need. By using gap analyses, assessments, and input from our Pastoral Support Team, we ensure interventions are timely and tailored — not based on assumptions.
- **Whole School Responsibility:** We promote a culture where every member of staff takes collective responsibility for the progress and outcomes of disadvantaged pupils. This includes setting ambitious expectations and ensuring they are consistently supported and challenged.

By implementing this strategy, we aim to not only close the attainment gap but also raise the overall performance of all pupils in our school.

Challenges

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

Challenge number	Detail of challenge
1	A significant number of our pupils require Speech and Language support from external agencies. Assessments, observations, and pupil discussions indicate that many of them enter school with under-developed oral language skills, which continue to affect their learning into Reception.
2	The percentage of disadvantaged (PP) pupils achieving expected standards in writing is significantly lower than that of their non-PP peers.
3	Growing numbers of children with additional needs, that are complex and require the support EHCPs. Currently 31 pupils with ECHPs, Further applications to be submitted in the Autumn and Spring terms. Limited places in Special Educational settings available in the LEA.
4	Low number of LAC pupils (2), however the school has 8 PLAC pupils and 26% of PP children have current or previous involvement with social care. Many of these children exhibited barriers to learning as well as SEND needs.
5	To improve SEND pupils' outcomes, they require a tailored, sequenced curriculum and first quality teaching delivered by a SEND teacher to ensure: <ul style="list-style-type: none"> • Key skills are taught in a logical, cumulative order. • Gaps in learning are addressed systematically. • Knowledge is reinforced and retained over time. • Pupils can access the full curriculum at an appropriate level. • Progress is measurable and interventions are targeted effectively.
6	Safeguarding records and pastoral team notes, evidence that pupils are struggling with their emotional wellbeing, with issues around low-mood, body image, self-esteem and anxiety. This continues to be an area of concern that remains relevant. Long wait times in the borough for children to be seen by CAMHS for therapy and assessment.
7	Data assessment, book scrutiny and observations show that our pupils' in Maths are underperforming compare with national statistics. Some of the barriers identified include: Gaps in prior learning and foundational skills; limited exposure to problem-solving and reasoning opportunities and external factors such as limited home support or resources.
8	SEND pupils require early identification of their needs and more effective Individual Education Plans (IEPs), supported by regular assessment cycles, to: <ul style="list-style-type: none"> • Target specific gaps in learning. • Monitor progress and adjust interventions promptly. • Provide tailored support that enhances engagement and outcomes.

	<ul style="list-style-type: none"> • Ensure equitable access to the curriculum alongside peers.
--	--

Intended outcomes (July 2028)

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
Pupils develop age-appropriate oral language skills to support learning across the curriculum.	Increased confidence in speaking and listening, improved vocabulary and sentence structure, measurable progress in communication assessments, and enhanced participation in classroom activities.
Disadvantaged (PP) pupils achieve writing standards in line with their non-PP peers.	Improved writing attainment in internal and external assessments, evidence of progress in pupils' books, increased confidence and independence in writing tasks, and reduced attainment gap between PP and non-PP pupils.
Pupils make good progress in History and Geography, which is demonstrated in knowledge and skills acquisition.	Progress is evidenced and tracked and gaps addressed year on year for cohorts of pupils.
The majority of pupils are equipped with strategies to promote their own emotional health, wellbeing and readiness to learn and social and emotional SEN numbers are reduced.	<p>Pupils demonstrate consistent use of coping strategies and self-regulation techniques taught through the Jigsaw PSHE curriculum. Observations and teacher feedback indicate improved emotional resilience and engagement in learning, aligned with Jigsaw lessons and activities.</p> <p>Reduction in behavioural incidents and referrals linked to social, emotional, and mental health needs.</p>
SEND pupils make sustained progress across all curriculum areas, closing gaps in learning and achieving age-appropriate outcomes. They can access the full curriculum confidently, building knowledge and skills in a logical, cumulative sequence.	Pupils engage with age-appropriate curriculum content independently or with minimal support. Intervention effectiveness is monitored through progress tracking, demonstrating accelerated learning for SEND pupils.
The attainment of Pupil Premium pupils in Maths is in line with their non-Pupil Premium 'on track' peers across all year groups.	End of year data shows a closing of gaps in all year groups and remains in line with national data for the percentage of pupils reaching ARE or EXS.

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: £ 152,868

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of the new History and Geography curriculum through HEP designed to support long-term memory development, vocabulary and deepen knowledge.	HEP resources support differentiation and accessibility for diverse learners, including pupils with SEND and EAL needs, making it ideal for schools like ours with high pupil diversity. It aligns with the https://scholar.google.co.uk/scholar?q=Education+Endowment+Foundation+(EEF)+recommendations+for+supporting+disadvantaged+learners+through+structured+pedagogy+and+scaffolding.&hl=en&as_sdt=0&as_vis=1&oi=scholart	1, 2, 5
Implementation of WalkThrus instruction through regular CPD, ensuring consistent pedagogical practice across the school.	The approach encourages peer coaching, feedback conversations, and reflective practice, all of which are core elements of effective CPD as outlined by the Teacher Development Trust and DfE Standards for Teachers' Professional Development. https://walkthrus.co.uk/how-does-it-work	2, 5, 7, 8
Provision Map has been implemented to enhance the quality and efficiency of our IEPs, reducing teacher workload while improving targeted intervention planning.	Allows educational settings to identify the needs of pupils strategically, including an inclusive education for underprivileged learners and to identify the needs and strengths of these learners. It is possible to plan provisions for their needs and track pupil progress to enhance their achievements.	3, 8

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

Budgeted cost: £87,118

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>AHT leading Maths Club, which provides small-group tuition aimed at building confidence and mastery in key skills.</p> <p>Across Years 3 to 5, daily intervention groups operate, informed by robust assessment and pupil progress data. Teachers plan these interventions based on individual needs identified through half-termly tracking cycles.</p>	<p>Targeted interventions are designed to accelerate progress and close gaps for disadvantaged pupils.</p> <p>Research from the Education Endowment Foundation (EEF) indicates that small-group tuition and targeted interventions can have a positive and measurable impact on pupil progress, particularly for disadvantaged learners.</p>	7
<p>To support language development, “Language for Thinking” interventions are embedded into our provision to develop pupils’ reasoning and expressive language skills, particularly supporting EAL learners and those with delayed language.</p>	<p>Language for Thinking is a structured approach to develop children’s language from the ‘here and now’ to the ‘how and why’.</p> <p>Evidence consistently shows that communication and language approaches benefit young children’s learning. Using multiple approaches will support the development of children’s communication and language.</p> <p>https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language</p>	1, 2, 7
<p>We have also invested in Lexia, an evidence-based reading programme that supports the development of essential literacy skills and is particularly effective for disadvantaged pupils and those with specific learning needs.</p>	<p>According to the Education Endowment Foundation, technology-supported adaptive literacy programs like Lexia can lead to improvements in reading ability, especially when they are used regularly and faithfully (er.g., 20 to 30 minutes daily)</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia</p>	1, 2

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

Budgeted cost: £ 43,984

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning mentors have been strategically placed in classes to support teachers in addressing emotional and behavioural needs, contributing to smoother classroom routines and better access to learning.</p>	<p>Internal monitoring, teacher feedback, and pupil voice indicate that the introduction of learning mentors in the classroom contributes to improved behaviour for learning, faster academic progress, and greater emotional resilience, especially among vulnerable and disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	6
<p>This year, we have successfully transitioned to Jigsaw PSHE. Jigsaw provides a child-centred curriculum that builds emotional literacy, resilience, and social skills, which are crucial for academic success and wellbeing.</p>	<p>Social and emotional learning (SEL) approaches have an average impact of +4 months' progress on attainment. Pupils with low baseline SEL skills benefit the most, particularly disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	6
<p>Enrichment and cultural capital opportunities</p>	<p>Evidence shows that Pupil Premium pupils participate fully and gain measurable benefits from experiences like visits, workshops, and residential trips. These opportunities have broadened pupils' horizons, increased engagement, supported personal development, and contributed to improved confidence, aspiration, and social skills., helping to reduce gaps in cultural exposure and learning opportunities.</p>	All

	https://educationendowmentfoundation.org.uk/using-pupil-premium	
Small-group or 1:1 sessions using interactive learning software and online platforms	The use of ICT has positively impacted pupil outcomes, particularly for disadvantaged learners. Interactive whiteboards, Chromebooks, and tailored learning platforms such as Lexia and TTRS have increased engagement, motivation, and independent learning. https://pmc.ncbi.nlm.nih.gov/articles/PMC10813940/	All

Total budgeted cost: £283,970

Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-2024 academic year.

Action	Impact
<p>Employ a full-time Assistant Head- SENDCO to increase the capacity of the SLT and ensure that those disadvantaged pupils with additional needs, are effectively identified and supported. EHCPs are applied for in a timely fashion.</p>	<p>100% of pupils with emerging needs are added to the SEND register within 4 weeks of concerns being raised. Increase in successful EHCP applications, including successful bids to the PINS and BVD projects, enabling additional support and resources for high-needs disadvantaged pupils.</p> <p>Successful implementation of Nurture group- Graded as good by the LA.</p> <p>Enhanced multi-agency collaboration leading to faster access to specialist support (EP, SALT, CAMHS, OT).</p> <p>Whole-school training delivered by the SENCO on SEND identification, inclusive practice, and quality-first teaching.</p>
<p>Training support staff to meet the needs of disadvantaged learners; delivering Speech and Language interventions that are set by a Speech and Language Therapist</p>	<p>Support staff demonstrate improved confidence and competency in delivering targeted interventions and adapting classroom materials for disadvantaged pupils.</p> <p>Pupils receive more personalised support, improving their day-to-day access to the curriculum, attendance, and overall readiness to learn.</p>
<p>Implementing a new curriculum for the majority of subjects; including History, Geography, English and Science. This curriculum supports the development of writing in a more structured way and promotes</p>	<p>The introduction of the new History and Geography curriculum (HEP "Opening Worlds" model from September) has provided greater structure, coherence and progression, resulting in improved pupil engagement and more secure knowledge acquisition.</p>

<p>a clear progression pathway. Purchasing resources and training to ensure effective implementation of the new curriculum subjects.</p>	<p>Adaptations to the English curriculum have strengthened the teaching of writing. The new Science, Design & Technology and Foreign Languages curricula have been successfully embedded, with clear progression pathways that enable pupils to build knowledge systematically over time.</p> <p>Disadvantaged pupils are benefiting from a curriculum that is better sequenced, more inclusive and more accessible, helping reduce gaps in attainment and ensuring stronger readiness for the next stage of learning.</p>
<p>Developing learning approaches that utilise the use of technology.</p>	<p>Upgrades to ICT provision have improved pupils' engagement and digital skills, with children clearly enjoying the enhanced ICT lessons. New interactive whiteboards have made teaching more interactive and responsive, improving understanding for all learners, particularly disadvantaged pupils. Access to Lexia has supported targeted reading progress, while Chromebooks loaned to vulnerable families have ensured continued access to online learning and reduced digital barriers at home.</p>
<p>Developing a programme of one-to-one Tutoring for LAC and PLAC pupils.</p>	<p>A one-to-one tutoring programme for LAC and PLAC pupils provided targeted academic support. Two PLAC pupils made measurable progress and successfully transitioned to secondary school as a result of the focused 1:1 intervention.</p>
<p>Work with outside agencies to deliver trauma aware practice and Restorative approaches to behaviour, especially for PLAC and LAC pupils and children who have had involvement with Social Care.</p> <p>Development of Nurture group for pupils with SEMH needs.</p>	<p>Trauma-informed practice has improved across the school through external agency support, restorative approaches and staff training, including the Zones of Regulation. A nurture provision—the Green Nest—has been successfully established, with weekly planning, termly Boxall assessments and specialist training. The Local Authority judged the</p>

	provision as Good, and pupils attending have made measurable social and emotional progress.
Pastoral Support Team is maintained, with Learning Mentors and parent support adviser.	The Pastoral Support Team, including Learning Mentors and the Parent Support Adviser, has been maintained to provide targeted support. Pupils and families have received timely guidance and intervention, with Early Help referrals made promptly to ensure needs are identified and addressed at an early stage. This has contributed to improved wellbeing, engagement and stability for vulnerable pupils.

Externally provided programmes

Programme	Provider
Numbots (online resource)	Maths Circle Ltd
Timetables Rock stars (online resource)	Maths Circle Ltd
Phonics, Grammar, Maths Work Books	CGP
Lexia	Lexia Learning
Widgit	Widgit Software
HEP "Our Worlds"-Geography and History	Haringey, Education, Partnership
Maths	White Rose-
Science and D&T	Kapow-
PSHE	Jigsaw-

Pupil premium strategy outcomes

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

We have analysed the performance of our disadvantaged pupils for the academic year 2024/25 using KS2 statutory outcomes, the Year 1 Phonics Screening Check, and Early Years Foundation Stage (EYFS) Good Level of Development (GLD) data. Provisional outcomes have been compared against national averages for all pupils in order to evaluate the impact of our strategies and to identify priorities for further improvement.

Key Stage 2 Outcomes

At KS2, outcomes for disadvantaged pupils show a mixed picture across subjects. In Reading, disadvantaged pupils' attainment at the expected standard (EXS) was strong, with 85.2% achieving EXS. This is 10% above the national average for all pupils (75%) and broadly in line with the school's overall performance. Outcomes at the higher standard for disadvantaged pupils were lower than the school average, indicating a need to further develop challenge and depth for this group. SEND pupils' attainment in Reading remains significantly below the national average, and this continues to be a key area of focus.

In Writing, disadvantaged pupils achieved 63% at EXS, which is 9% below the national average for all pupils (72%). While outcomes are below national, they are broadly in line with the school average. Attainment at the higher standard for disadvantaged pupils remains low, and writing will continue to be a priority area for improvement. SEND pupils' outcomes in writing are significantly below national averages, highlighting the ongoing need for targeted and specialist support.

In Mathematics, 70.4% of disadvantaged pupils achieved EXS, which is 4% below the national average for all pupils (74%). However, school-wide outcomes in maths remain strong, and a significant proportion of disadvantaged pupils achieved the higher standard (18.5%). SEND pupils' attainment in maths remains significantly below national figures, although outcomes are stronger than in writing.

At **Combined (Reading, Writing and Maths)**, 55.56% of disadvantaged pupils achieved the expected standard. This is 6% below the national average for all pupils (62%). SEND pupils' combined attainment remains significantly below national averages, reinforcing the importance of sustained, targeted intervention and inclusive classroom practice.

Phonics Screening Check (Year 1)

In the Year 1 Phonics Screening Check, 69% of disadvantaged pupils met the expected standard. This is below the national average for all pupils (80%). SEND pupils' outcomes were lower, with 57% achieving the expected standard. These results indicate that, while the school's overall phonics outcomes are in line with national averages, disadvantaged and SEND pupils require continued targeted phonics support, which remains a priority for the coming academic year.

Early Years Foundation Stage (EYFS)

In EYFS, disadvantaged pupils made significant progress from their baseline assessments. In Autumn 2, 0% of disadvantaged pupils were on track to achieve a Good Level of Development. By the end of the summer term, this had increased to 61.5%, demonstrating strong progress over the year. Although this remains 4% below the national average for all pupils (65.7%), outcomes for disadvantaged pupils are above the national average for disadvantaged pupils.

Similarly, SEND pupils made notable progress from a very low starting point, increasing from 0% on track in Autumn 2 to 27.3% achieving a GLD by the end of the year. While this remains significantly below national averages, the progress made reflects the impact of targeted early intervention and inclusive practice. Overall, the school's GLD outcome for all pupils (70.37%) is above the national average.

Summary and Next Steps

Overall, disadvantaged pupils at the school perform strongly in Reading and Mathematics, with Reading outcomes exceeding national averages for all pupils. Writing and combined outcomes remain areas for development and will continue to be key priorities. The progress seen in EYFS demonstrates the positive impact of early intervention, and the school will continue to focus on improving GLD outcomes for all pupils.

SEND pupils' attainment across all phases and subjects remains significantly below national averages, and the school will continue to prioritise targeted support, adaptive teaching, and collaboration with external agencies to improve outcomes.

Attendance gaps between disadvantaged and non-disadvantaged pupils remain small, and the school will continue to focus on closing this gap further in the next academic year.

Attainment

KS2 statutory outcomes 2025

In **Reading, disadvantaged** pupils' attainment at EXS is above the National average for all pupils by 10%.

In **Reading, SEND** pupils' attainment at EXS is significantly below the National average for all pupils.

KS2 Reading provisional outcomes:

	EXS	Higher standard
LAS all	86%	32%
LAS disadvantaged	85.2%	22.2%
LAS SEND	57%	29%
National all	75%	

In **Writing**, the **disadvantaged** pupils' attainment is below the national average for all pupils by 9%.

In **Writing**, the **SEND** pupils' attainment is significantly below the national average for all pupils.

KS2 Writing provisional outcomes:

	EXS	Higher standard
LAS all	66%	8.9%
LAS disadvantaged	63%	3.7%
LAS SEND	14%	0%
National all	72%	

In **Maths, disadvantaged** attainment is below the national average for all pupils by 4%.

In **Maths, SEND** attainment is significantly below the national average for all pupils.

KS2 Maths provisional outcomes:

	EXS	Higher standard
LAS all	75%	25%
LAS disadvantaged	70.4%	18.5%
LAS SEND	57%	14%
National all	74%	

At **Combined** (pupils achieving ARE in Reading, Writing and Maths), the **disadvantaged** pupils attainment is below the national average for all pupils by 6%.

At **Combined** (pupils achieving ARE in Reading, Writing and Maths), the **SEND** pupils attainment is significantly below the national average for all pupils.

KS2 Combined provisional outcomes:

	EXS	Higher standard
LAS all	59%	7%
LAS disadvantaged	55.56%	3.7%
LAS SEND	14%	0%
National all	62%	

Year 1 Phonics Screening Assessment

69% of **disadvantaged** pupils passed the phonics screening. This is significantly below the national average for all pupils.

57% of **SEND** pupils passed the phonics screening. This is significantly below the national average for all pupils.

Provisional outcomes:

	WA- 32+
LAS all	80.3%
LAS disadvantaged	69%

LAS SEND	57%
National all	80%

EYFS

Our **disadvantaged** pupils made significant progress from their baseline assessment at the beginning of the year.

In Autumn 2 assessments 0% of disadvantaged pupils were on track to achieve a GLD.

In the summer term this rose to 61.5% achieving a GLD, which is below the national average for all pupils by 4%.

Our **SEND** pupils made significant progress from their baseline assessment at the beginning of the year.

In Autumn 2 assessments 0% of SEND pupils were on track to achieve a GLD.

In the summer term this rose to 27.3% achieving a GLD, which is significantly below the national average for all pupils.

Provisional outcomes:

	GLD
LAS all	70.37%
LAS disadvantaged	61.5%
LAS SEND	27.3%
National all	65.7%