

Pupil premium strategy statement

All Saints CE Primary School and Nursery

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 Saints CE Primary School and Nursery
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Louise Quinell
Pupil premium lead	Jenna Crossan
Governor / Trustee lead	Steve Johnston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 75, 660
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 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>	£ 75, 660
--	-----------

Part A: Pupil premium strategy plan

Statement of intent

At All Saints CE Primary School, we aim to use our Pupil Premium funding to ensure that our disadvantaged pupils receive the highest possible quality of education to enable them to become responsible, respectful citizens who are ready for the next phase of their education. When making definitions about the use of our Pupil Premium funding, in school research is conducted alongside the use of external research, for example the EEF, to support our decisions. We fully recognise that disadvantaged pupils may face a wider range of barriers which may impact their learning.

Key Principles:

- Provide high quality teaching and learning that meets the needs of all pupils and that is tilted to our disadvantaged pupils.
- Identify the needs of our disadvantaged pupils through rigorous assessment which is reviewed frequently.
- Provide specific targeted intervention where required to support pupil's academic ability alongside their social, emotional and mental health needs.
- We recognise the need for a personalised approach and that not all pupils in receipt of free school meals are socially and academically disadvantaged. In addition, not all pupils who are socially disadvantaged qualify for free school meals. Therefore, we reserve the right to allocate Pupil Premium funding to any pupil or group of pupils the school has identified as disadvantaged.
- Approaches adopted will be based on strong educational evidence
- The strategy is embedded within a broader strategic implementation cycle using the EEF implementation Guidance report.

Our objectives for our disadvantaged pupil:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to exceed nationally expected rates of progress.
- For all disadvantaged pupils in school to reach age related expectations or above.
- For all disadvantaged pupils to be prepared for future success at secondary school by having a strong sense of identity, a strong moral purpose, resilience, confidence and independence in order to keep themselves mentally and physically healthy.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide high quality CPD to ensure pupils have access to effective quality first teaching.
- To provide targeted intervention and small group support to quickly address gaps in learning.
- To ensure pupils have access to a broad curriculum which includes access to trips and hands-on learning experiences.
- To provide opportunities for all pupils to participate in enrichment and extra-curricular activities.
- To provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

Challenges

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

Challenge number	Detail of challenge
1.	Assessments show that attainment among disadvantaged pupils is lower than that of non-disadvantaged pupils in Reading, Writing and Maths at age-related and greater depth expectation. This has continued to be impacted by the pandemic.
2	Assessments show that attainment among disadvantaged pupils is lower than that of non-disadvantaged pupils in Reading, Writing and Maths at great depth.
3	Monitoring indicated that social and emotional difficulties are a barrier to learning for some disadvantaged children.
4	Monitoring shows that attendance of disadvantaged children is lower than that of their peers.
5	Pupil information and information from parents indicates that many disadvantaged pupils are further impacted by their social circumstances including parenting, family structure, socio-economic status and housing.
6	Analysis of pupil information shows that a number of pupils with PPG also have SEN needs that are a barrier to learning and progress.

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	Gaps in learning will be closed and disadvantaged children will make accelerated progress in Reading, Writing and Maths	<ul style="list-style-type: none"> Disadvantaged children will make greater than expected progress (more than 6 steps) Percentage of attainment of expected and greater depth standards increases
2	To continue to improve the percentage of those meeting the expected standards in Y1 phonics screening	<ul style="list-style-type: none"> Y1 and Y2 to meet the expected standard despite high intake of EAL children. Outcomes will be in line with or above 2023 national average in Year 1 and in Year 2
3	Attendance of disadvantaged children is in line with their peers	<ul style="list-style-type: none"> Attendance for disadvantaged pupils will continue to close and will be in line with their peers.
4	To provide social and emotional support for disadvantaged pupils.	<ul style="list-style-type: none"> Challenging behaviours are reduced. Pupils remain in the classroom. Pupils' mental health needs are met; pupils readily engage in learning with increased confidence and motivation.

5	For families to engage and participate in school activities	<ul style="list-style-type: none"> All PPG pupils attending parents evening Increase in the number of PPG pupils representing the school (role of Prefects, captains, competitions, Year 6 residential, etc.) PPG pupils having access to extra-curricular opportunities and more PPG pupils attending extra-curricular clubs. Aim of 100% attending extra-curricular clubs.
---	---	---

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)

Budgeted cost: £ 31,512

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>High adult to pupil ratio in Y3, 4, 5, 6</u> to enable pupils to be taught in smaller groups with additional intervention and a focus on reading, writing and maths.</p>	<p>Increased quality and quantity of feedback</p> <ul style="list-style-type: none"> +6 months additional progress over the course of a year with high quality verbal feedback showing slightly higher impact +7 month (EEF Toolkit) <p>Lower attaining pupils tend to benefit more from explicit feedback than higher attainers.</p> <p>Reduction in class sizes</p> <ul style="list-style-type: none"> 2+ months for reading and 1+ month for maths (EEF Toolkit) International research evidence suggests that reducing class size can have positive impacts on pupils outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies that also found that smaller class sizes in primary schools have a greater positive impact on disadvantaged pupils than their peers. 	1, 2, 6
<p><u>Improving Reading</u></p> <p>Purchase of Master Readers scheme and CPD</p> <p>Release for leaders to support training</p>	<ul style="list-style-type: none"> Focus on speaking, listening and a combination of both – proved through a comprehensive reading program which supports dialogic talk to support comprehension of reading Support pupils to articulate key ideas, consolidate understanding and extend vocabulary 	1, 2, 6

<p><u>CPD - Quality First Teaching</u></p> <ul style="list-style-type: none"> • Demonstration, guided practice and independent practice • Scaffolds • Challenge • Assessment for learning • Questioning • Increased awareness for staff of PPG barriers and gaps 	<p>Ensuring every teacher and HLTA is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. (EEF Toolkit)</p> <p>Evidence in school will be from learning walks, lesson observations, book looks, peer review within SLA.</p> <p>Formative Assessment</p> <ul style="list-style-type: none"> • +6 months additional progress over the course of a year with high quality verbal feedback showing slightly higher impact for disadvantaged pupils of +7 months (EEF Toolkit) • Embedding formative assessment explicitly can be a key component of laying the foundations for effective feedback 	<p>1, 2, 3, 6</p>
<p><u>Ongoing CPD in RWI</u></p> <p><u>Smaller teaching groups of 8 or less pupils</u></p> <p>Release for leaders to support training</p>	<p>Phonics has a positive impact overall (+5 months additional progress)</p> <ul style="list-style-type: none"> • Key component in the development of early reading skills particularly for children from disadvantaged backgrounds (EEF Toolkit) <p>Reading comprehension strategies taught through RWI, Fresh Start and Guided Reading</p> <ul style="list-style-type: none"> • Reading comprehension strategies had a high impact (+6 months) • A crucial component of early reading instruction (EEF Toolkit) 	
<p><u>Ongoing CPD and support from the Maths Hub</u></p> <p><u>Embed the Mastery approach</u></p> <p>Release for leaders to support training</p>	<p>Mastery Learning approaches</p> <ul style="list-style-type: none"> • Positive impact overall • Effects are higher for primary school and in mathematics can lead to an additional 5 months progress within a year (EEF Toolkit) 	
<p><u>Ongoing CPD for writing instruction</u></p> <p>Release for leaders to support training</p>	<p>Embedding of consistent approach to writing across the school which focuses on:</p> <ul style="list-style-type: none"> • Feedback (EEF Toolkit) • Metacognition and self-regulation (EEF Toolkit) • Oral language and oral rehearsal (EEF Toolkit) • Small steps to learning • Modelled practice, guided practice and independent practice (Rosenshine Principles of Instruction) 	

Targeted academic support

Budgeted cost: £ 19, 849

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support staff and HLTAs to enable small group tuition especially in the delivery of phonics.	<p>Small Group tuition + 4 months additional progress over the course of a year. (EEF toolkit)</p> <p>Small group tuition is most likely effective when it's targeted at pupils' specific needs.</p> <p>Phonics</p> <p>Phonics has a positive impact overall (+ 5 months additional progress) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF Toolkit)</p> <p>Reading comprehension strategies taught through RWI, Fresh Start.</p> <p>Reading comprehension strategies have a high impact (+6 months). Alongside phonics it is a crucial component of early reading instruction. (EEF Toolkit)</p>	1, 2, 3 and 6
Additional resources (FLASH) to support disadvantaged pupils who are also new to country and learning English as an additional language.	<p>Small Group tuition + 4 months additional progress over the course of a year. (EEF toolkit)</p> <p>Small group tuition is most likely effective when it's targeted at pupils' specific needs.</p>	
Trained support staff, HLTAs providing one to one support for lowest attaining 20% of pupils	<p>One to one tuition + 5 months additional progress over the course of a year. (EEF Toolkit)</p> <p>One to one tuition is very effective at improving pupil outcomes when providing targeted support for pupils that are identified as having low prior attainment or are struggling in a particular area.</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p>	1, 2, 3 and 6
Purchase of Times Table Rockstars to improve pupils recall of multiplication facts	<p>"Automatic retrieval of basic maths facts is critical to solving complex problems because complex problems have simpler problems embedded in them," Daniel Willingham (Psychologist at the University of Virginia) states</p>	1, 2, 3 and 6

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

Budgeted cost: £24,299

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer to support families to improve attendance and work closely with the EWO.	<p>Attendance</p> <p>Good attendance is vital to ensure pupils make good progress. The school is taking a pro-active approach to encourage good attendance and address barriers for individual families.</p>	4
Family Support Worker to support with individuals with SEMH needs.	<p>Behavioural interventions</p> <p>Targeted interventions and universal approaches have positive effects of an additional 4 months progress. Evidence demonstrated that interventions with the highest impacts focus on self-management or role-play and rehearsal.</p> <p>Social and emotional interventions</p> <p>The average impact of successful SEL interventions is an additional four months progress over the course of a year. However, security of evidence is low therefore this is monitored carefully by the school's SENCO.</p>	3, 4, 5
Family support worker to continue to engage with parents and support families including building strong relationships with the greater community	<p>Parental engagement</p> <p>Parental engagement has a positive impact with an average of 4 months additional progress within a year. Parental communications should encourage positive dialogue about learning. (EEF Toolkit)</p>	4, 5
Ensuring pupils have the opportunity to attend trips and the residential trip in Year 6.	<p>Trips and adventurous activities</p> <p>Trips and outdoor education provides opportunities that help to develop self-esteem, self-confidence and independence. They contribute towards the development of cultural capital.</p>	5
<p>Subsidised/ Free lunchtime sports activities</p> <ul style="list-style-type: none"> • Football • Multi-sports • Judo 	<p>Physical Activity</p> <p>There is a small positive impact of physical activity on academic attainment (+1 month) (EEF Toolkit).</p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sports clubs and other physical activities outside of school due to associated financial costs. By providing physical activities free of charge, we aim to provide pupils with opportunities that might not otherwise be available to them.</p>	5

Total budgeted cost: £ £ 75,660

Part B: 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 2022 to 2023 academic year.

Pupil premium funding has effectively targeted support to some of our most vulnerable pupils. It has primarily focused on improving the quality of education through improving the quality of teaching and learning, developing the curriculum and supporting pupils to participate in the wider life of the school. We also continue to focus on improving the attendance of PPG pupils as well as building and maintaining relationships with their families. Teachers and support staff will continue to focus aspects of pedagogy and curriculum towards the need of pupil premium pupils.

Reception 22 Pupils 5 PPG	Word Reading (% Expected)		Writing (% Expected)		Number (% Expected)	
	<i>All Pupils</i>	<i>PPG Pupils</i>	<i>All Pupils</i>	<i>PPG Pupils</i>	<i>All Pupils</i>	<i>PPG Pupils</i>
	59.1%	60%	59.1%	60%	72.7%	60%

	Reading Steps Average		Writing Steps Average		Maths Steps Average	
	<i>All Pupils</i>	<i>PPG Pupils</i>	<i>All Pupils</i>	<i>PPG Pupils</i>	<i>All Pupils</i>	<i>PPG Pupils</i>
Year 1 23 pupils 6 PPG	5.8	5.1	4.8	3.9	6.1	5.4
Year 2 19 pupils 7 PPG	4.5	2.5	5.2	3.8	4.9	3.5
Year 3 29 pupils 10 PPG	6.4	6.7	6.3	6.6	6.1	5.9
Year 4 (45 pupils) 13 PPG	6.3	6.2	6.4	6.0	6.0	5.9
Year 5 (57 pupils) 12 PPG	6.1	5.5	5.8	5.6	6.0	5.9
Year 6 (60 pupils) 12 PPG	6.3	6.6	6.3	5.6	5.8	5.4

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rockstars	TT Rockstars
Accelerated reader	Renaissance
RWI Phonics	RWI Ruth Miskin

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A