

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	All Saints' C of E Primary School
Number of pupils in school	203 (Y1 –Y6)
Proportion (%) of pupil premium eligible pupils	36.5% (76 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 -2022, 2022-2023, 2024-2025
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2025
Statement authorised by	S. Hardy (Head Teacher)
Pupil premium lead	S. Hardy
Governor / Trustee lead	

Funding overview

Detail	Amount 2023/2024
Pupil premium funding allocation this academic year	£117,855
Recovery premium funding allocation this academic year	£ 11,745
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0 from Sept 23
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	£129,600

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium and Recovery funding will be used to provide additional educational support to improve progress and to raise the standard of achievement for pupils and to enhance the quality of their educational experience. We intend that our pupils have a high quality experience that fosters a love of learning and prepares them for their next step of education.

Challenges

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

Challenge number	Detail of challenge
1	Pupils eligible for Pupil Premium funding generally enter school well below a typical level of development for their age.
2	Many pupils are not 'school ready' when they enter the Foundation Stage Unit.
3	Limited exposure to books/reading at home.
4	Limited vocabulary and poor language skills
5	A number of pupils entitled to Pupil Premium need a 'whole family' approach to overcome barriers to learning. Some families require the support of a number of outside agencies e.g. social workers, CAMHs EWO, Parenting support is regularly required to support the most vulnerable families.
6	Many pupils eligible for funding have limited life experiences when compared with more affluent peers which means they struggle to relate to part of the curriculum.
7	Attendance/Punctuality issues.
8	Poor self-esteem can limit ambition

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
Funding will be used to provide additional educational support to improve progress and to raise the standard of achievement for this group of pupils, particularly in core subjects.	<p>Firstly, all children will receive quality first teaching</p> <p>Any child not making at least expected progress including those children eligible for PP will be identified through pupil progress meetings.</p> <p>Strategies will be put in place to accelerate progress in the identified area.</p>
The funding will be used to narrow the gap between the achievement of these pupils and their peers, both in school and nationally.	<p>A great majority of PP children reach the expected standards and have key skills and concepts firmly embedded.</p> <p>They achieve well in comparison to their peers Including in phonics screening and KS2 SATS.</p> <p>Increase the proportion of this group achieving a good level of development at the end of FSU and at the end of KS1</p>
As far as its powers allow, the school will use the additional funding to address any underlying inequalities between children eligible for Pupils Premium and others.	<p>Pupils' general knowledge is increased and they have the vocabulary to access the curriculum.</p> <p>Work scrutiny and Pupil Voice Interviews demonstrate comparable achievement across groups. Clear improvement in areas of identified weaknesses. Development of pupils' vocabulary through focussed work.</p>
Support for the mental well-being of pupils and their families to overcome factors that impact negatively on their lives and become barriers to learning.	<p>Identified families have been supported by the school and improvements in their welfare are tangible. This includes pupil attendance measures, feedback from parents and other professionals.</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)

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

Pupil Premium Spending	Amount
Staffing Teaching assistants working within class to support adult ratio and facilitate small group work. TA4 employed to facilitate Y6 interventions and homework club. Comprehensive 'Early Help' offer to support the most vulnerable pupils and their families. Early Help is supported by the appointment of a dedicated School-based Family Worker and championed by the Deputy Head Teacher. Deputy Head is non-class based to lead this work.	TA support hours. Identified school –based family support. Contribution Deputy Head time to fulfil the role. £87,600
Targeted small group support Teaching Staff employed for extra sessions to support reading and basic maths skills+ equipment. This is focussed in KS2 Curriculum resources to support 'narrowing the gap'	£5,500 + tutoring funding £5,000 Resources and staffing.
Wider Opportunities Wider Curriculum opportunities/ attendance/ Breakfast Club and visits etc. Wellbeing/ ethos/ specific projects	£26,000 £5,500

Activity	What (Intent)	Actions needed How and When (Implementation)	Specific costs
Reading	Continue to raise attainment in reading in EYFS and KS1 by developing the children's understanding and effective use of phonics	<p>Develop Staff skills/ confidence and ensuring fidelity to the scheme.</p> <p>Promote parental engagement in FSU, with a new cohort of parents, through creating virtual phonics sessions organised by FSU/ Y1 teachers. FSU book loan scheme in place. Identified pupils to receive small group 'extra' phonics sessions (1-1)</p> <p>Pupils in KS1 receive small group interventions to support phonics. Purchase further resources to support phonics and literacy.</p> <p>Pupils in Y3 and Y4 receive small group targeted reading sessions.</p> <p>Create daily reader list from lowest 20% pupils. TAs timetabled to ensure that pupils engage in reading.</p> <p>Small group interventions based on comprehension skills for pupils in Y6</p> <p>Lexia reading intervention throughout school.</p> <p>Online assessment system in place to support the identification of individual pupils in need of support.</p>	<p>Costs met mostly through English Hub engagement.</p> <p>Online subscriptions/ new resources.</p> <p>Resources= TA time and books</p> <p>£1,000</p> <p>Teacher/ TA4 deployment</p> <p>Lexia subscription</p> <p>£1,4770</p> <p>£1,0000</p>
Oracy and vocabulary	<p>Use of Well-comm to support vocabulary development.</p> <p>Regular vocabulary development in the curriculum</p> <p>Support pupils to become more effective effective speakers empowering them to better understand themselves, each other and the world around them.</p>	<p>Refresher training for staff to take place. Group work to be timetabled and lead throughout school.</p> <p>Raise the profile of vocabulary throughout school as part of the development of the wider curriculum. This includes staff CPD and a focus at staff meetings</p> <p>Develop children's voice and confidence as part of our collaborative work. All staff to attend a further development day to embedded strategies throughout school</p>	<p>Costs met through TA salary.</p> <p>Engagement in communication project – staff cover costs.</p> <p>£1,000</p>

Secure Mathematics achievement	TAs in each class to support pre/post teaching in daily morning groups	Session in place and monitored by SLT Impact of feedback seen in pupils' work	Costs met through staff salary.
	CPD opportunities for staff.	Following on from engagement with the Maths Hub continue to refine skills. Individual pupil book purchased for all children to allow models and images to be available. Further teaching	CPD and resources £1,920
	Targeted interventions delivered by TAs and Teacher.	Extra support given to identified pupils Recovery funding used to support teaching sessions.	50% to support tutoring £5,470
	Provide a Homework club for older pupils to engage with.	Staff support pupils in a welcoming and happy environment.	Staffing extra costs + Resources budget
	Intervention sessions provided for Y6 pupils	Individual/ small group sessions delivered to Y6 pupils.	TA4 staffing cost
To provide wider family support to overcome barriers to learning	Comprehensive 'Early Help' offer to support the most vulnerable pupils and their families. Early Help supported by the school's family worker and championed by the Deputy Head Teacher. Deputy Head is non-class based to lead this work.	All pupils at the start of the year. This Identified pupils Dedicated members of staff will support families to overcome barriers through our 'Early Help' offer and our multi-agency approach. Ensure families have the opportunity to come and discuss concerns and they are sign-posted to a wider range of services to support individual circumstances.	Staffing costs + training/
To continue to support the mental well-being of children to ensure they have the appropriate behaviours for learning.	To provide training for a new member of staff to undertake training as a Mental First-aider in school, supporting children with emotional difficulties, family issues.	Target support for children who need high levels of skilled pastoral care due to their life experiences. Identify those where deprivation also correlates with higher levels of domestic violence and family breakdown and intervene to support them. Identify those children who struggle educationally due to unmet social and emotional needs in order to provide targeted support to them and children with communication, social, emotional and behavioural needs. Offer 1-1 support and group activities.	

Train more staff to facilitate well-being interventions	Staff trained and delivering Well-being Dominoes sessions for identified pupils.	Develop pupil's self-confidence and help them to regulate their emotions.	Supply cover costs. Small amount for resources. £1,000
To promote good attendance and behaviour	Dedicated member of admin staff to analyse attendance and liaise with EWO	Analyse group attendance for SW children. Identify any pupil with attendance of less than 90% and highlight for further action. Reward system for attendance SBFW to work with identified families and children to support attendance and punctuality. Letters and attendance information regular shared with parents. .Parents invited to meeting to try to improve pupil attendance.	Designated member of admin staff + SLT/SBFW time Resource budget £500
To develop teamwork and self-esteem	Y3 to participate in the School's Linking Project to promote Community Cohesion and team work. Ethos/ oracy work	Engagement in learning for all pupils, particularly disadvantaged pupils. Identified teacher to attend training and lead the project in school. Subsidise the activities e.g. travel/ theatre production/ resources etc. Visits to places in the community including places of worship. Pupils supported in engagement and participation (# Enable Project).	Training Supply cover Transport Budget £ 4,000

Part B: Review of outcomes in the previous academic year

There has been significant focus on establishing and embedding proven teaching and learning approaches to subject knowledge acquisition and retention. School has adopted Adaptive Teaching methods and is focusing on 'Keeping the cohort together' approach with pupils having the opportunity to take part in pre and post teaching in order to fill gaps in knowledge. This is being specifically targeted towards disadvantaged pupils.

The use of a new assessment and recording system supports the efficient identification of pupils who need more targeted support.

Teaching Assistants are effectively deployed to support the well-being and learning needs of our disadvantaged pupils. This supports disadvantaged pupils to make good progress in all areas off the curriculum.

Disadvantaged pupils have been prioritised to take part in Lexia reading intervention groups this is helping to close the gap in decoding and comprehension strategies.

Developing expertise across school, using Wellcomm alongside other resources is supporting communication and vocabulary development for all pupils our disadvantaged pupils. These strategies are particularly important as the wait for speech and language therapy is significant. This will continue to be developed.

Disadvantaged pupils are supported to develop their mathematical abilities through pre/post teach sessions.

Attendance is regularly monitored, we have worked closely with our educational psychologist welfare officer and our families to improve punctuality and school attendance. School offers a range of rewards to encourage people to have good attendance. However, in 2022/2023 our attendance overall is still an area that requires improvement.

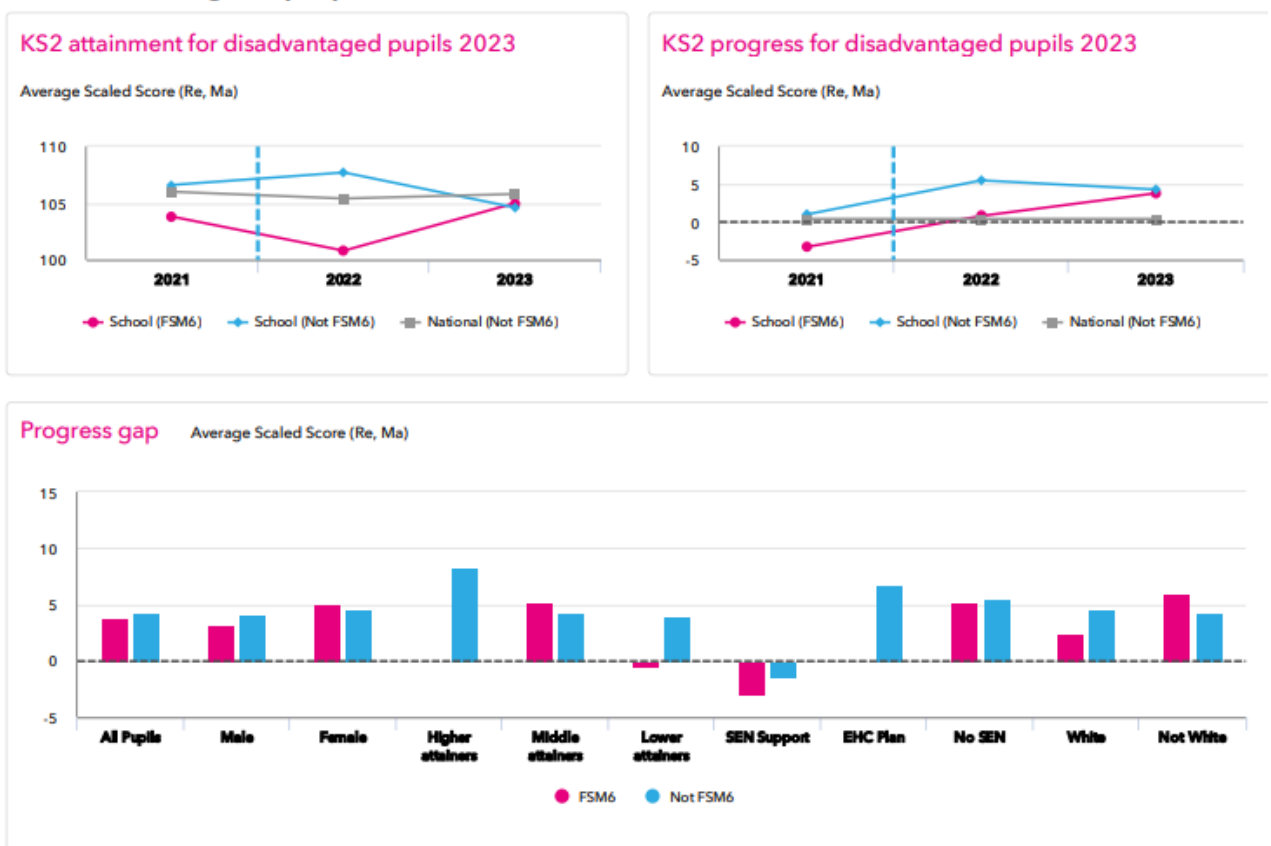
We created a part time school-base family worker role. Our disadvantaged pupils and families are supported with a range of issues including attendance well-being housing and behaviour mental health.

In 2022/2023, our pupils have had the opportunity to take part in a number of educational visits to enhance their cultural capital. Disadvantaged pupils have access to these free charge. These experiences broaden pupils' horizons and extend their knowledge and experiences.

All disadvantaged pupils have access to specialist music tuition. In addition, all pupils in Year 3 have taken part in a whole class ukulele project. Again this enriches their curriculum experience.

Pupil premium strategy outcomes

The table above demonstrates that, in 2023, pupils who are eligible for Pupil Premium funding make good progress equivalent to that of non-FSM6 nationally.



The next tables show that disadvantaged pupils, at the end of KS2, achieve good outcomes.

Attainment & progress

Pupils				Attainment			Progress		
				Average Scaled Score (Re, Ma)			Average Scaled Score (Re, Ma)		
				FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	12	18	105	104.6	0.4	3.8	4.3	-0.5

			Actual results			Pupil progress		
	Pupils		Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma)	% Higher standard (Re, Wr, Ma)	Average Scaled Score (Re, Ma)	% Expected standard+ (Re, Wr, Ma)	% Higher standard (Re, Wr, Ma)
Summary	All Pupils	30	104.8	73%	7%	+4.1	+27%	+5%
Gender	Male	15	104.2	67%	0%	+3.6	+24%	-1%
	Female	15	105.3	80%	13%	+4.6	+31%	+11%
DFE Prior Attainment	Higher attainers	1	117.0	100%	100%	+8.3	+8%	+82%
	Middle attainers	18	109.3	94%	6%	+4.8	+29%	+4%
	Lower attainers	11	96.2	36%	0%	+2.7	+27%	-0%
Pupil Premium	FSM (in last 6 years)	12	105.0	67%	8%	+3.8	+17%	+7%
	Not FSM (in last 6 years)	18	104.6	78%	6%	+4.3	+34%	+4%
FSM	FSM	11	106.6	73%	9%	+4.6	+19%	+8%
	Not FSM	19	103.7	74%	5%	+3.9	+32%	+3%
FSM Ever	FSM (ever)	12	105.0	67%	8%	+3.8	+17%	+7%
	Not FSM (ever)	18	104.6	78%	6%	+4.3	+34%	+4%

Pupil progress throughout other key stages is monitored and disadvantaged pupils are targeted to close the attainment gap. The gap tends to be greater with younger pupils. In 2024, the progress of disadvantaged pupils will be closely tracked.

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
Lexia	Cambium Learning Group

Further information

Activity	What (Intent)	Pro- jected Cost	Actions needed How and When (Implementation)
Cultural Capital Expanding Opportunities	We offer some limited financial support to students of low income families for uniform, transport and equipment.	£1,500	Improved wellbeing and readiness for school for key families.
	Subsidies for school trips and visits across the school including curriculum visits, performers in school and workshops.	£4,000	Disadvantaged pupils are able to take part in a wide range of enrichment activities.
	Subsidies for school trips and visits – Y6 Residential	£2,500	
	Regular use of the Interactive room to increase experiences through high quality secondary resources.	£2,500	Servicing of equipment Staff CPD time
To support the social and nutritional needs of pupils to help pupils be ready to learn	School milk offered to KS2 pupils	£1,000	Send letters to identify pupils Create a register of pupils.
	Breakfast Club subsidy – subsidised places.	£4,000	Provide a wider breakfast offer to support pupils with limited food at home.
Development of creative arts -music,	Every child in Year 3 to have the experience of being taught to play a musical instrument by an experienced specialist music teacher as part of a more enriched and creative school curriculum.	£2,600	Children able to participate in various enrichment events contributing to the growing confidence of children and developing their self-esteem.
	Individual music Lessons	£1972	All children, but particularly the more vulnerable and able to access a full curriculum for music and where appropriate, children with a particular interest or skill in music can be identified and encouraged. Increased confidence of children.
	Curriculum enhancement opportunities to enliven the curriculum and deepen knowledge.	£4,000	Increase pupils' cultural capital and general knowledge/participation through enrichment experiences e.g. history workshops, hatching eggs etc.
	After school enhancement opportunities/ clubs.	£2,000	

