

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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' Primary School
Number of pupils in school (including nursery)	184
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2021 July 2024
Date this statement was published	11.10.2023
Date on which it will be reviewed	July 2024
Statement authorised by	D. Smith
Pupil premium lead	F. Stephenson
Governor / Trustee lead	D. Smith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41 055
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£41 055

# Part A: Pupil premium strategy plan

## Statement of intent

At All Saints' Primary School, we believe that our practice is developed to ensure the individual needs of our pupils are met and all children are able to reach their full potential. We place the utmost importance upon development of the whole child and this, of course, includes our most vulnerable pupils. We ensure that appropriate provision is made for these pupils, ensuring that their unique needs are adequately assessed and responded to. Our work through the Pupil Premium & Catch Up recovery will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between Pupil Premium and Non-Pupil Premium (both within school and nationally). It is our desire that no pupil is left behind and we use a three-tiered approach to address need: quality first teaching, targeted support and finally wider strategies related to non-academic barriers to learning. This year we continue to focus upon addressing the gaps in knowledge caused by the disruption of the pandemic: it is imperative that pupils are supported within school to ensure that any gaps in their knowledge can be addressed quickly and effectively ensuring they have all the tools necessary to make strong progress, in line with their peers.

## Challenges

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

Challenge number	Detail of challenge
1	Children throughout EYFS & KS1 are showing gaps in their learning, in particular with language and communication.
2	Due to the increased time out of school, pupils have been reading less regularly than expected.
3	Assessments show there are gaps in mathematical knowledge in all year groups due to the disruption of the pandemic.
4	Lower attendance for some families compared to pre-pandemic.
5	There is a general reduction in cultural capital due to fewer challenging, stimulating and diverse experiences.

## 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>Any pupils with communication and language difficulties have access to targeted support and intervention</p>	<ul style="list-style-type: none"> <li>• Gaps in communication and language are identified quickly</li> <li>• Referrals for external support are made in a timely manner and are followed up where appropriate</li> <li>• Pupils follow a specific, sequenced curriculum that builds upon prior knowledge</li> <li>• Daily intervention is used to support Quality First Teaching and assessments are made where pupils are not making continued progress</li> <li>• Staff CPD regarding priority of communication and language in EYFS</li> </ul>
<p>To narrow the attainment gap between disadvantaged and non-disadvantaged pupils with reading and phonics</p>	<ul style="list-style-type: none"> <li>• To ensure that the new Sounds Write phonics scheme is monitored closely and pupils making below expected progress are identified rapidly</li> <li>• To upskill support staff with appropriate approaches and pedagogy to teaching phonic interventions – Sounds Write</li> <li>• Daily phonics intervention in EYFS and KS1</li> <li>• Target disadvantaged pupils using data and provide a TA/HLTA in year groups with areas of need to close the gap as well as a daily phonics lesson for pupils throughout KS2 as an addition to the usual school day</li> <li>• To monitor the impact of increased reading with the B20% group (or children who need to extended reading opportunities for a shorter time due to a change in circumstances)</li> <li>• To celebrate reading breadth across school with weekly blogs, certificates and book reviews on our newsletter</li> <li>• To create a welcoming and positive reading environment in each class, the library and the school entrance</li> <li>• To analyse summative assessment data and identify the children who require catch up</li> <li>• To embed understanding and knowledge through a thematic approach to teaching reading and writing</li> </ul>

	<ul style="list-style-type: none"> <li>• To promote a love of reading throughout school</li> <li>• To increase capacity of adults in every year group from Rec to Y6 to provide a more favourable staff to pupil ratio, resulting in positive progress</li> <li>• Sequenced curriculum based upon ambitious vocabulary</li> <li>• High engagement with parents and targeted home support with reading and phonics through meetings (whole class and one to one), resource packs and upskilling via courses and workshops</li> </ul>
<p>For all disadvantaged pupils in school to make or exceed nationally expected progress rates in maths</p>	<ul style="list-style-type: none"> <li>• To increase capacity of adults in every year group from Rec to Y6 to provide a more favourable staff to pupil ratio, resulting in positive progress by providing immediate feedback and support</li> <li>• To upskill all staff using concrete resources to teach new mathematical concepts from Rec to Y6, providing appropriate CPD</li> <li>• To re-write policy including expectations for concrete – pictorial – abstract</li> <li>• To sustain Teaching for Mastery – Maths hub</li> <li>• To begin Mastering Number in EYFS – Maths hub</li> <li>• Increase reasoning resources across Key Stage Two</li> </ul>
<p>Improved attendance for pupils</p>	<ul style="list-style-type: none"> <li>• Attendance in line with 'other' pupils in school. Pupils who have lower attendance are identified and supported early</li> <li>• Attendance above national average</li> <li>• Increased engagement with targeted families</li> <li>• Consistent and positive home/school communication</li> <li>• To provide pupils with the opportunity to attend Breakfast Club for free</li> </ul>
<p>To enhance pupils' cultural capital by providing a breadth of experiences</p>	<ul style="list-style-type: none"> <li>• To ensure the curriculum is balanced and carefully sequenced, and the Creative Curriculum allows opportunities for cultural development</li> </ul>

	<ul style="list-style-type: none"><li>• To offer all disadvantaged children a free residential experience in Y4, Y5 &amp; Y6</li><li>• To allow pupils to partake in educational visits which build on skills and knowledge from our Progression Documents &amp; wider curriculum offer</li><li>• To provide opportunities for pupils to take additional music lessons – brass in KS2 (additional to drumming and brass that are taught within the Y3, Y4 &amp; Y5 curriculum)</li></ul>
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## 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: £7 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sounds Write CPD – four day course – teaching staff £1000	<a href="#">Why Sounds Write?</a> Using a SSP approach to teaching of reading has been shown to provide optimal progress (+5 months EEF) <a href="#">English Hubs</a>	2
Increased resources – decodable readers to support phonics teaching - £200	<a href="#">Why Sounds Write?</a> Oral language strategies are proven to have great impact for relatively low cost (+6 months EEF)	2
NCTEM x2 maths hub CPD cover - £1000	<a href="#">Embedding Mastery NCTEM</a> <a href="#">Early Number NCTEM</a> (+5 months EEF)	3
Opening Worlds - £5000	<a href="#">Reading comprehension strategies   EEF</a> <a href="http://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a> (+6 months EEF)	2

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

Budgeted cost: £ 24 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase in TA support time in three year groups: YR, Y3 & Y6 particularly to support early reading and extra reading - £28 455	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact (+4 months EEF)	2
TTRS Y2 – Y6 - £100	<a href="#">Times Tables Rock Stars</a>	3

	Homework has a positive impact on average (+ 5 months EEF)	
Spelling Shed – Y1 – Y6 - £100	<a href="#">Spelling Shed</a> Homework has a positive impact on average (+ 5 months EEF)	2
TA support for daily phonics intervention for pupils in KS2 who have gaps in their phonic knowledge - £3000	<a href="#">Why Sounds Write?</a> Using a SSP approach to teaching of reading has been shown to provide optimal progress (+5 months EEF) <a href="#">Teaching the Foundations of Literacy</a>	2
Concrete maths resources - £500	<a href="#">Embedding Mastery NCTEM</a> <a href="#">Early Number NCTEM</a> (+5 months EEF)	3
Opening Worlds Humanities Curriculum	<a href="#">Reading comprehension strategies   EEF</a> (+6 months EEF)	2

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

Budgeted cost: £1 700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club - £500	<a href="#">Magic Breakfast</a>	4
Music lessons - £200	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum (+3 months EEF).	5
Residential & Educational visits – 1000	<a href="#">PESSPA</a> Physical activity has important benefits in terms of health, wellbeing and physical development. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.  There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds (+1 months EEF).	5

**Total budgeted cost: £41 055**



# 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.

### **Children throughout EYFS & KS1 are showing gaps in their learning, in particular with language and communication.**

New Nursery and EYFS curriculum with a focus on communication and language. CPD in EYFS with a focus of communication and language has been a priority for staff to access across 2022 – 2023 (TAs, HLTAs, Teachers and SLT). Curriculum sequencing in Key Stage One has an increased focus on small steps and language and opportunities for storytelling, listening and for the children to communicate have been woven into the curriculum throughout the year. Our Sounds Write phonics scheme, with a particular focus on dictation of sentences, has allowed all pupils to make progress with 86.7% achieving expected standard in Year One (50% disadvantaged pupils – out of two – achieved the standard). In Year Two, the two pupils who did not achieve the expected standard in Year Two both have additional needs and have made strong progress from starting points.

### **Due to the increased time out of school, pupils have been reading less regularly than expected.**

86.7% achieving expected standard in Year One (50% disadvantaged pupils – out of two – achieved the standard). In Year Two, the two pupils who did not achieve the expected standard in Year Two both have additional needs and have made strong progress from starting points. All children – in all year groups – who are not yet secure with their phonics, receive daily intervention with many of these Key Stage Two children coming in before school. Assessments show strong progress is being made. Our 'Regular Readers' read one to one, multiple times per week with staff, to ensure they are reading consistently. All staff are trained in delivering Sounds Write to support reading and CPD online, as well as face to face parent sessions, support adults at home to deliver the key aspects of Sounds Write when reading with their child. A whole class reading approach has supported progress in 2022 – 2023 and some curriculum developments in place from September 2023 improve our reading across the curriculum offer, with ambitious key texts. Reading is celebrated in school and our culture of reading is evident in all classes; our home/school partnership supports and celebrates pupils reading with adults at home.

### **Assessments show there are gaps in mathematical knowledge in all year groups due to the disruption of the pandemic.**

Maths leads have developed a new, whole school approach to maths from September 2022 which has been consistently implemented across school, with pleasing results. Pupil Voice shows children feel more confident with reasoning and problem solving and books, across school, show consolidation as well as challenge. As part of the Sustaining Maths Hub work as well as the Embedding Early Number work, CPD is delivered to teachers to ensure they are planning for the needs of their cohort. A focus on basic skills, through our Early Morning, Daily Dozen work and our times table lesson starter and homework focus allows all pupils to understand the importance of basic number facts and fluency. External monitoring has focused upon maths from EYFS – Y6 and actions from this have been implemented across school.

### **Lower attendance for some families compared to pre-pandemic.**

Attendance of all disadvantaged pupils was monitored throughout the year and compared with attendance of 'other'. A new Attendance Policy has been communicated with families which includes half termly letters being sent, face to face meetings, phone calls, early morning Head Teacher check in and frequent communication regarding attendance as part of assemblies/newsletters/reports etc. Consistent attendance has always been a priority for school and remains to be. SLT have attended increased CPD around attendance (both with Trust, SG partners and

Local Authority) and referrals to the Health Agency/Early Help have been attempted in certain situations to support individual families.

**There is a general reduction in cultural capital due to fewer challenging, stimulating and diverse experiences.**

All pupils able to attend residential and external visits. A survey was sent to all families, summer 2023, to gauge their views regarding residential and educational visits offered. Opportunities linked to the curriculum planned for pupils in all year groups. Pupils in receipt of pupil premium all have the opportunity to play and perform as musicians in school and access to extracurricular clubs has been targeted/promoted over the year.

## 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
Spelling Shed	Ed Shed
Times Table Rockstars	Times Table Rockstars