

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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)	165
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2024 July 2027
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
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	£37 000
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	£37 000

# Part A: Pupil premium strategy plan

## Statement of intent

At All Saints' Primary School, we strive to ensure the individual needs of our pupils are met and every single child in our community is able to reach their full potential. The focus of our Pupil Premium Grant is to ensure the development of the whole child and this, of course, includes our most vulnerable pupils. We aim to overcome 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.

Excellent quality teaching by highly trained teachers is key in our approach. Our staff are experienced and passionate. Following proven teaching principles allows the small steps outlined in our ambitious curriculum to positively impact all our pupils from their individual starting points. We know that it is imperative that all 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.

Knowing each one of our pupils and their circumstances is key in helping overcome barriers. All staff work tirelessly within school to provide collective support to pupils and with external agencies to address the varied needs of our children. One major approach of ours in this respect is providing routine and structure to pupils and maintaining high expectations for all.

Providing rich and valuable opportunities for all students, over the course of the year, is a priority for us to ensure all pupils are motivated by their learning and experience the differing aspects of our school offer which will support them to thrive within school and within the wider community.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Oral Language</b> Children enter All Saints' showing gaps in their vocabulary, communication and language. This impacts their ability to access all areas of school life, build knowledge of the world and support their confidence and knowledge of social capital.
2	<b>Phonics</b>

	Some children join our EYFS without a secure understanding of the foundational speaking and listening elements of phonics. They need time to consolidate this learning before moving on.
3	<b>Mathematics</b> End of unit assessments show there are gaps in mathematical knowledge for certain pupils across school due to their low starting points. This is impacting their progress.
4	<b>Attendance</b> Not all families prioritise attendance; there are many contributing factors to this (holidays, anxiety surrounding illness, punctuality etc.). This is impacting academic achievement.
5	<b>Lack of Opportunity</b> Some of our children have limited experiences of clubs and may not be able to afford music tuition. This can have an impact on the identification of talents and a pupil's aspirations.

## 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
Improved oral and language skills and vocabulary amongst pupils.	<ul style="list-style-type: none"> <li>Any pupils with communication and language difficulties have access to targeted support.</li> <li>Practitioners understand that their interaction with children is the intervention.</li> <li>Assessment provides actionable data.</li> <li>Gaps in communication and language are identified quickly and intervention in place within first half term – NELI.</li> <li>'Spotlight' children identified: targeted feedback, questioning, seating, interactions.</li> <li>Referrals for external support are made in a timely manner and are followed up.</li> <li>Pupils have access to a vocabulary-rich curriculum that builds upon prior knowledge.</li> <li>Staff receive CPD regarding priority of communication and language in EYFS.</li> <li>Evidence can be seen through engagement in lessons and interventions and NELI outcomes.</li> </ul>

<p>Children make good progress in early reading and phonics and the gap is narrowed between disadvantaged and non-disadvantaged pupils with reading and phonics.</p>	<ul style="list-style-type: none"> <li>• Monitoring of the Sounds Write scheme is rigorous and pupils making below expected progress are identified rapidly to help 'keep up'.</li> <li>• All staff delivering Sounds Write and 1:1 reading are appropriately trained.</li> <li>• Daily phonics intervention across school for pupils identified following assessments.</li> <li>• 'Spotlight' children identified: targeted feedback, questioning, seating, interactions.</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 analyse summative assessment data and identify the children who require catch up: reading and fluency.</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>• High engagement with families 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> <li>• Evidence can be seen through engagement in lessons, work in books and summative outcomes.</li> </ul>
<p>Pupils to make age related expectations in mathematics.</p>	<ul style="list-style-type: none"> <li>• Staff across school provide same day interventions and feedback for targeted children to help them 'keep up'.</li> <li>• 'Spotlight' children identified: targeted feedback, questioning, seating, interactions.</li> <li>• Assessment provides actionable data.</li> <li>• Focus on multiplication number facts with rigorous intervention following assessment to support gaps in times tables knowledge.</li> <li>• Teaching supports input from Maths Hub and NCETM.</li> </ul>

	<ul style="list-style-type: none"> <li>Reasoning resources available in classes to support less confident children.</li> <li>Evidence can be seen through engagement in lessons, work in books and summative outcomes.</li> </ul>
Improved attendance for pupils	<ul style="list-style-type: none"> <li>Attendance in line with 'other' pupils in school. Pupils who have lower attendance are identified and supported.</li> <li>Daily attendance monitoring by SLT.</li> <li>Attendance above national average</li> <li>Increased engagement with targeted families: extra curricular clubs and school events.</li> <li>Consistent and supportive home/school communication.</li> <li>To provide pupils with the opportunity to attend Breakfast Club for free.</li> <li>Evidence can be seen by improvement in attendance and reduction in persistence absence indicators as well as positive punctuality across school as well as uptake of free Breakfast Club places for targeted pupils.</li> </ul>
To enhance pupils' cultural capital by providing a breadth of experiences.	<ul style="list-style-type: none"> <li>To ensure the curriculum is balanced and carefully sequenced and allows opportunities for cultural development – focus on retrieval and background knowledge.</li> <li>To offer all disadvantaged children a free residential experience in Y4, Y5 &amp; Y6.</li> <li>All pupils attend educational visits.</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> <li>Evidence can be seen by analysis of pupils and families taking part in a range of experiences offered by the school.</li> </ul>

## 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: £3 100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sounds Write CPD – four day course – teaching staff £400	<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>	1, 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)	1, 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 Humanities Curriculum & Science KS2 Resources £1500	<a href="#">Reading comprehension strategies   EEF</a> (+6 months EEF)	1, 2

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

Budgeted cost: £ 32 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase in TA support time in three year groups: YR, Y1 & Y5 particularly to support early reading and extra reading - £27 850	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact (+4 months EEF)	1, 2, 3
TTRS Y2 – Y6 £100	<a href="#">Times Tables Rock Stars</a>	3

	Homework has a positive impact on average (+ 5 months EEF)	
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>	1, 2
Concrete maths resources £500	<a href="#">Embedding Mastery NCTEM</a> <a href="#">Early Number NCTEM</a> (+5 months EEF)	3
Nuffield Early Language Programme £750	<a href="#">Impact of NELI</a> (+6 months EEF)	1, 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: £37 000**

## 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 2023 to 2024 academic year.

Our internal and external data shows that, in its first year of impact, our strategy had some positive outcomes but there is still more work to be done to ensure the gap is closed between Disadvantaged Pupils and Other pupils.

There were 0 pupils eligible for pupil premium in EYFS.

There were 6 pupils eligible for pupil premium in Year One.

50% of pupils achieved the national standard. One pupil made great progress in relation to starting points and missed the expected standard by 4 marks. Two children are being supported to make progress from their starting points.

There were 4 pupils eligible for pupil premium in Year Six.

50% met expectations in Reading (other pupils in school 81.5%)

75% met expectations in Writing (other pupils in school 77.8%)

100% met expectations in GPS (other pupils in school 77.8%)

25% met expectations in Maths ((other pupils in school 88.9%)

There is too much of an achievement gap between our disadvantaged children and other within school. Our second year of implementation should reduce the gap, based on current internal data analysis as well as the support and intervention provided for our 'spotlight' children.

Attendance for 2023 – 2024 was above national and persistent absence was below national average.

All pupils in Year Six attended at least one residential between Year Four – Year Six.

All staff were trained in Sounds Write Phonics.

We will continue to provide additional and targeted support for all children.

### 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*



<b>Programme</b>	<b>Provider</b>
Spelling Shed	Ed Shed
Times Table Rockstars	Times Table Rockstars
NELI	Nuffield Early Language Programme