

All Saints C of E Primary School

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 C of E
Number of pupils in school	107
Proportion (%) of pupil premium eligible pupils	We have 3 pupil premium pupils (2.8%). (Sept 24)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024, 2025, 2026
Date this statement was published	1.9.24
Date on which it will be reviewed	23.9.24
Statement authorised by	Matthew Baxter and LGB
Pupil premium lead	Matthew Baxter
Governor / Trustee lead	Aimi Swift

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4, 440
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£4,440

Part A: Pupil premium strategy plan

Statement of intent

For all of our pupils (disadvantaged and not), wellbeing and enrichment opportunities are a priority alongside ensuring that all children have a secure understanding of the core curriculum necessary for them to make progress. Our foundation curriculum subjects are regularly reviewed to ensure that pupils are building knowledge in a progressive way from year to year, building on prior learning. The key concepts, knowledge and skills are to be secured to support future progress. Timely, sensitive assessments are used to understand children's needs and address key curricular and learning gaps. We are focussed on enabling children who are pupil premium to make better than expected progress through effective means. Strategies will be reviewed regularly to ensure the most efficient methods are being utilised for the children to make progress.

At our school this year we are focusing on collaboration, courageous advocacy and leadership amongst all our stakeholders. As such, we aim to further develop pupil leadership opportunities for all pupils, encourage and support their initiatives and team work. Academically, our priorities for all areas of learning remain focused upon clear identification of needs of pupils and targeted quality first teaching (including pre teaching and intervention support where appropriate) to target children through ongoing formative assessment, including the alteration of plans and groups as appropriate.

Challenges

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

Challenge number	Detail of challenge
1	Mental health and wellbeing of children, struggling with challenges at home and behaviour.
2	Targeted intervention due to individual needs (60% of our pupil Premium have additional SEND needs), ensuring quality intervention, feedback and metacognitive and regulation strategies to success so that accelerated progress can be made.

3	Poor language and communication skills on entry to school and KS1 as a result of lost learning/lack of support and some children lacking in confidence
4	Access to and sustained engagement in wider curriculum, extra-curricular activities and responsibilities, lack of financial support
5	Inconsistent pupil behaviours

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
Children have access to nurture and a range of activities which enables them to focus on their wellbeing and good mental health.	Children are able to take part in nurture sessions when needed with nurture lead or supporting TA. Children take part in other opportunities such as forest school to encourage wellbeing and team work skills.
To ensure all PP and bottom 20% of our readers are heard read at least 3 times a week.	All PP children will be supported with their reading skills, comprehension and inference skills during intervention and guided reading time. Sonar assessment tool will highlight the progress of the children identified.
To provide opportunities for accelerated progress with our PP children in writing and maths using Sonar as a tool for assessment.	PP children will make excellent progress from baseline starting points in writing. Additional support provided to ensure these pupils make excellent progress through the deployment of adults in class.
Children's academic gaps are closing as they are taking part in catch up and keep up sessions and activities with Teaching Assistants/Teachers.	Children are attending catch up sessions and making progress from baseline starting points. TA's are liaising with teachers to report progress being made during the sessions and refine plans for sessions to meet the child's needs. Standardised scores are rising/in line with their peers.
Increase the quality and opportunity of language for all children but specifically for those in EYFS and KS1 Involvement	Quality first teaching for all children is evident and children make accelerated

	progress in their oral and written language
PP children take part in extra-curricular, and cultural activities and enjoy them with their peers which in turn creates positive mental health and wellbeing and broadens their experiences in life, thus inspiring them to continue with activities.	Children attend clubs on offer Children attend trips and other events Children have positive experiences in line with the rest of the school.
Ensure teaching in EYFS and Year 1 considers the PP children to enable them to achieve the threshold for the expected standard in PSC, including those in Y2 who did not pass the PSC last year.	All Year 1 PP children will achieve the PSC threshold in summer 2025. The exception 'may' include SEND pupils who are also in receipt of PP funding.

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: £1440

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to improve the knowledge and skills of TAs running pre-teach and intervention sessions with children.	Research from the EEF 'Feedback to Improve Pupil Learning' states that formative assessment in small incremental steps supports pupils to make better progress. Previous use of the programmes such as EPATT and Mastering Number have provided positive results in terms of children's progress.	2, 3

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Gap analysis and curriculum planning, quality first provision and targeted intervention. Ensuring effective opportunities for quality feedback and ensuring children have well planned sessions in line with their needs.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	2,3,5
Keep up sessions with TA/T for targeted support following planning and continually assessing and reflecting on the sessions.	Education Endowment Foundation Teaching Toolkit- small group tuition has an average of 4 months' additional progress over the course of a year.	2, 3, 5

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

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental health / Emotional needs, support with self- regulation strategies. Nurture sessions, support for children within school.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year	1, 3, 4, 5
Access to the wider curriculum, extracurricular and responsibilities.	There is a positive impact of approx. 1 month academic achievement through the increase of physical activity. Pupils need access to regular physical activity and outdoor learning experiences for wellbeing and social development.	1,3,4, 5

Total budgeted cost: £4,440

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.

The continued training and use of the ELS Phonics scheme had a positive impact on the Phonics delivery and learning throughout the school. As a result, our data was 100% of pupils in Year 1 passing the threshold, this is a cohort of 8 pupils.

Children's self confidence and esteem have been raised this year through opportunities in pupil leadership such as being member of Worship Team, Eco Team, Playground Leaders, School Parliament and Wellbeing Team. Pupils have been encouraged to participate in physical and creative extra-curricular activities such as cricket, chess club, colouring club, bible club, residentials and this has had a marked effect on pupil's self-belief and confidence. Nurture support has enhanced this self-belief and ensured sustained participation in enrichment activities for pupil premium pupils

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
ELSA	DCC ELSA
TT Rockstars	Maths Circle Ltd
Numbots	Maths Circle Ltd
Number Sense Maths	Number Sense Maths Ltd
Grammarsaurus	Grammarsaurus 2020
Vocabulary Ninja	Vocabulary Ninja
Getset4PE	2021 Get Set 4 PE
Seesaw	Seesaw
Essential Letters and Sounds	Oxford University Press
Oxford Owl e-book reader	Oxford University Press
Kapow Music/Art/D.T./Computing	Kapow Primary
Spelling Shed	Spelling Shed for Spellings

